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ABSTRACT

Useful as an aid to both student and teacher, this manual is full of practical experiences (in lesson form) that the student will one day incorporate into her/his own life. Four units are included: Homes (3 lessons), Care of the Home (21 lessons), Laundry Care (10 lessons), and Safety (11 lessons). Each lesson includes a stated objective, vocabulary, and explanatory statements concerning the nature of the lesson's activities. Illustrations are provided throughout the manual, and a glossary is appended. (SH)

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State of New Jersey
Department of Education
Division of Vocational Education

I CARE FOR MY HOME

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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To the Teacher

This book is to be used as an aid to both student and teacher. It is intended to be full of practical experiences that the student will one day incorporate into her/his own life.

The teacher may wish to add films, filmstrips, or bulletin boards to augment it. Since practical, "hands-on" experiences are so important, demonstrations are recommended for each lesson. It is hoped that the teacher will bring in examples of each item mentioned in the manual to help cement the ideas in the child's mind. More material may be added to the lessons as the teacher sees fit.

It is suggested that the teacher "personalize" the book for each student by having the student fill in the definitions of the given vocabulary words, and add additional words as needed. (The definitions of the given words will be found in the Glossary.)

There are two main characters in this manual:

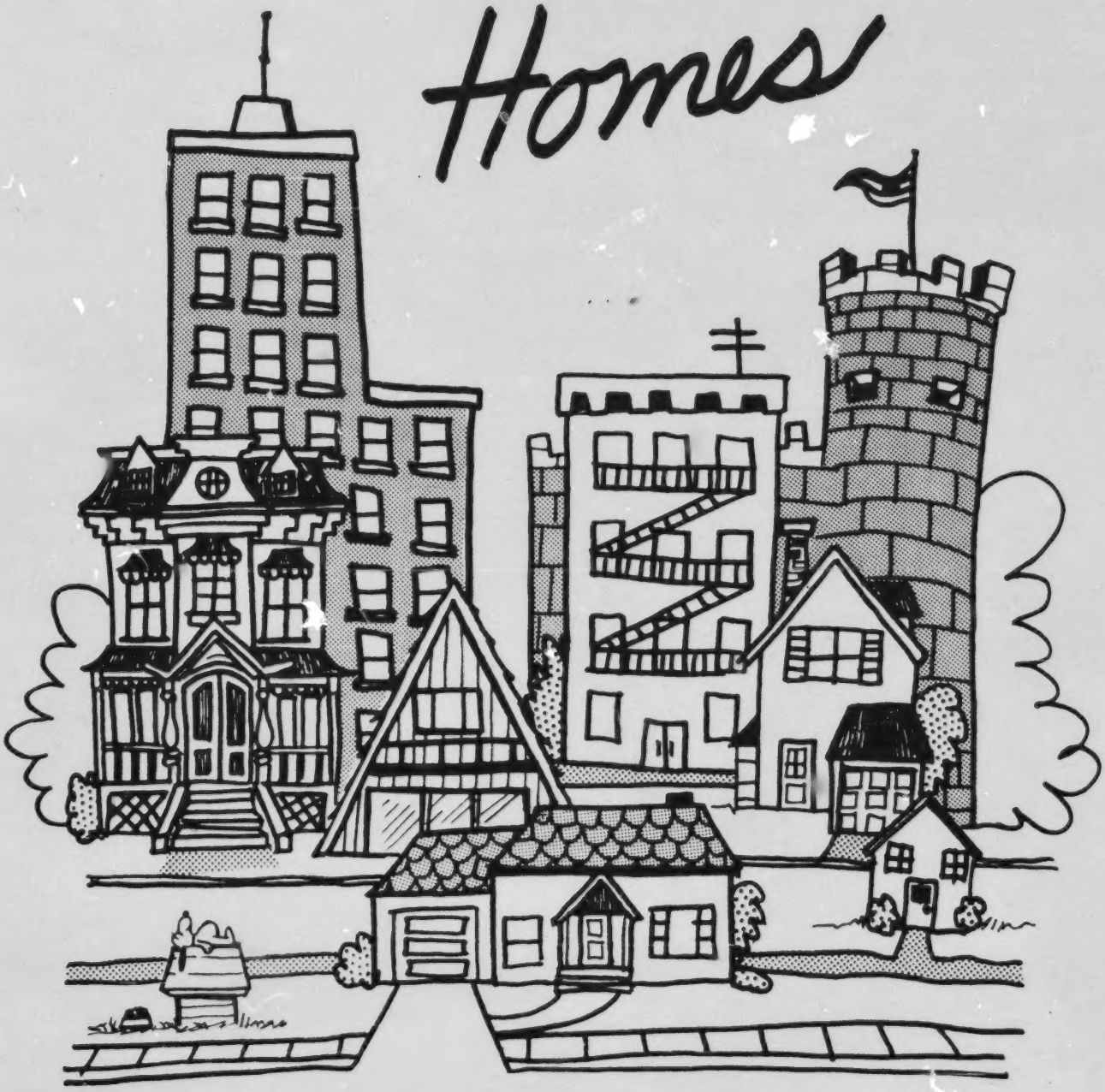
1. Sally Smart

2. Nora No—No

Sally always does the correct thing. Nora, of course, does not. It is the hope of the author that the readers will associate the correct things with Sally and the incorrect things with Nora.

Unit I

Homes



UNIT I – HOMES

Lesson 1: **The Rooms in a Home**

Objective: You will know the names of rooms in a house and what is in them.

Vocabulary: objective
vocabulary
information

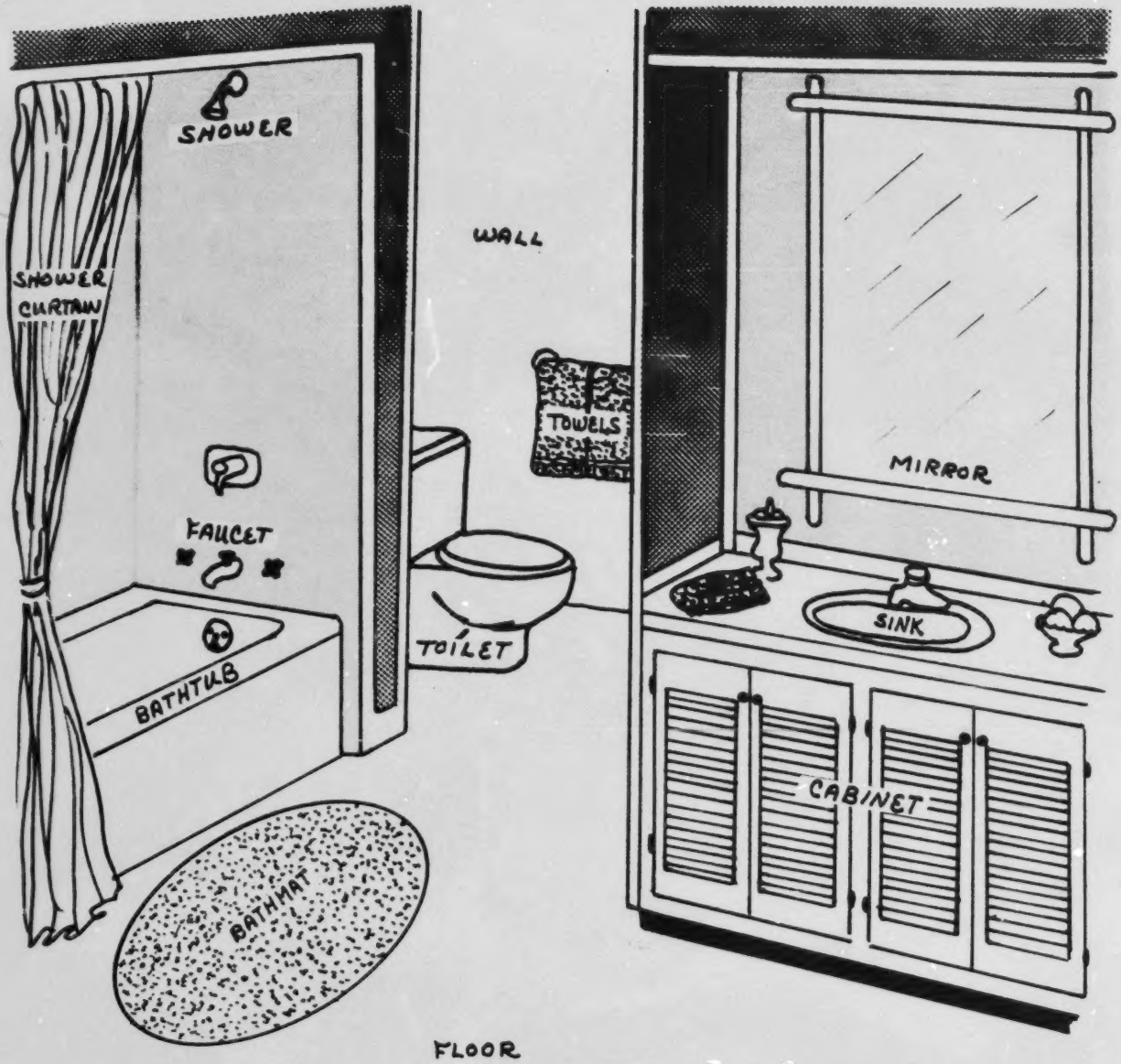
Information:

There are many different kinds of houses. All houses have rooms. All houses have some rooms the same. These rooms have almost the same things in them. The things in these rooms are put in different places. The things in these rooms will be different shapes and colors. Some rooms in people's homes will have more things than some of the rooms here. Some rooms may have less than these rooms have.

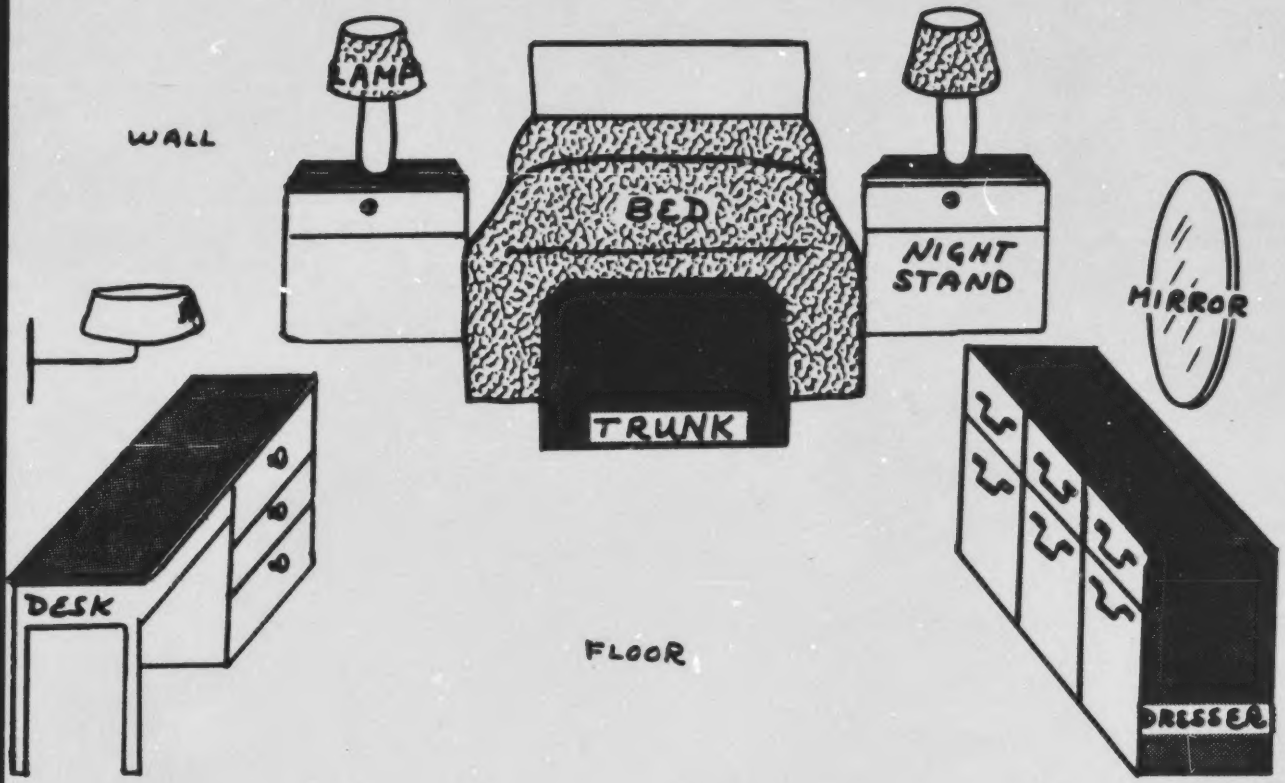
You may already know the names of the rooms and what is in them. The names may be new to you. If you already know the names, it will be good practice for you. If you do not know the names, you must learn them. In the lessons that follow, these names are used many times. If you do not know these names, you will not understand the lessons.

The rooms you will learn about are the four most important rooms in the house. Big houses have other rooms also. Your teacher may talk about them, but they are not in this book.

The four important rooms are the bathroom, bedroom, kitchen, and living room.

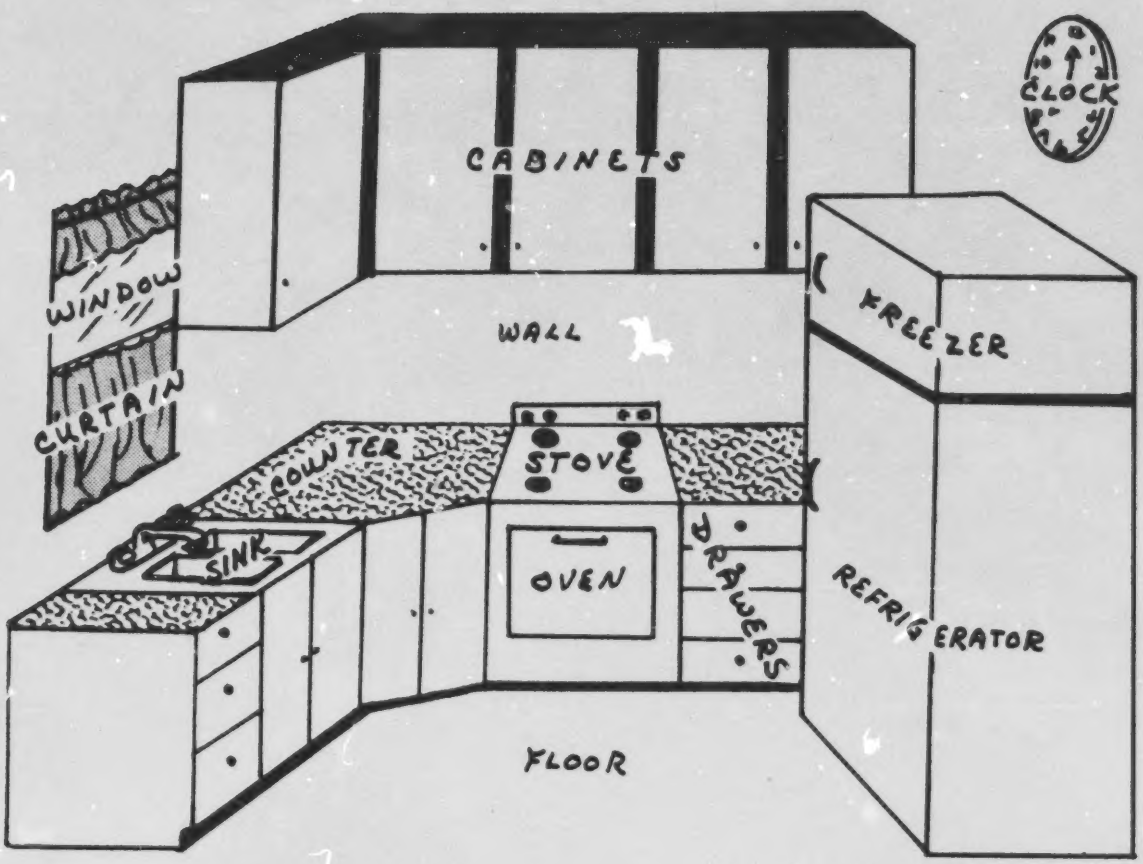

SHOWER
SHOWER CURTAIN
WALL
TOWELS
MIRROR
FAUCET
SINK
TOILET
BATHTUB
CABINET
BATHMAT
FLOOR

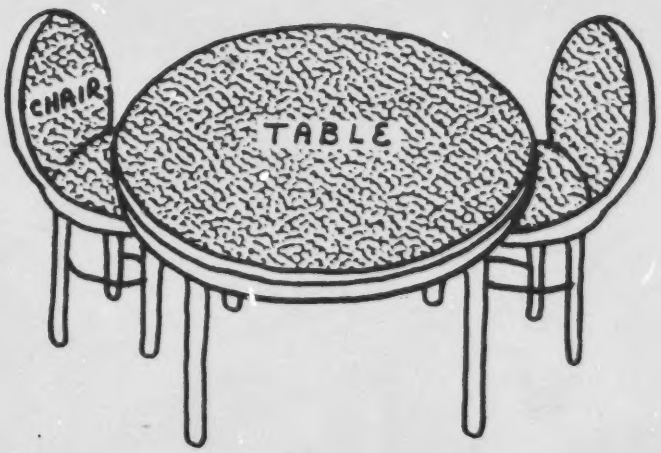
BATHROOM



BEDROOM

KITCHEN

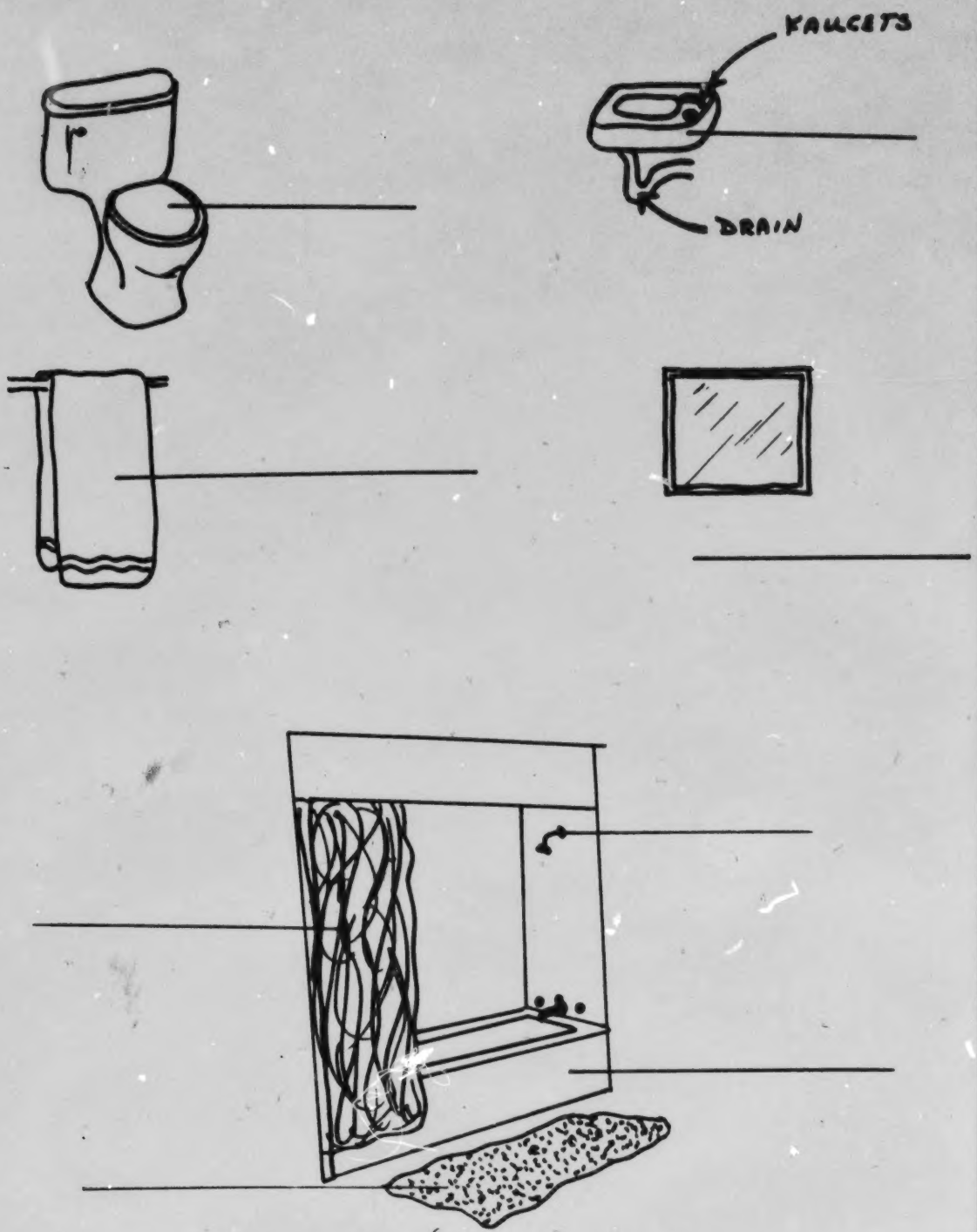

CLOCK
CABINETS
WINDOW
WALL
FREEZER
CURTAIN
COUNTER
STOVE
SINK
OVEN
DRAWERS
REFRIGERATOR
FLOOR


CHAIR
TABLE

WALL
PICTURE
DRAPERIES
PLANT
FIREPLACE
LAMP
SOFA
CHAIR
TABLE
OTTOMAN
RUG
FLOOR

LIVING ROOM

Assignment: Name these things found in a bathroom.



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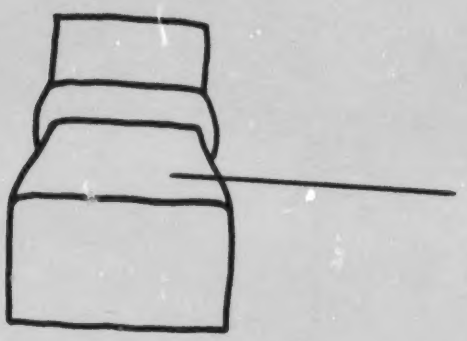
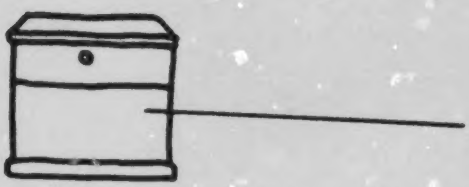
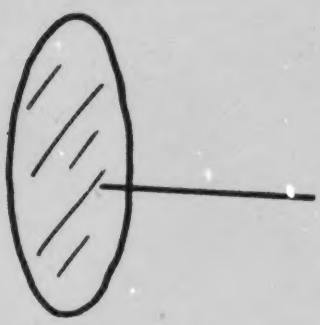
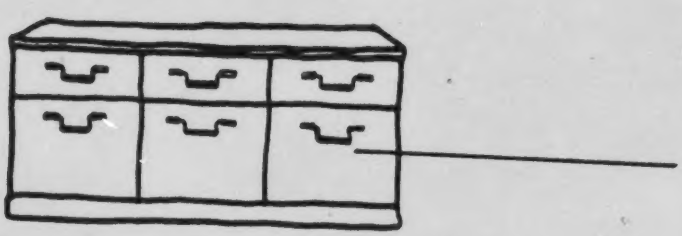
Assignment: Name these things found in a bedroom

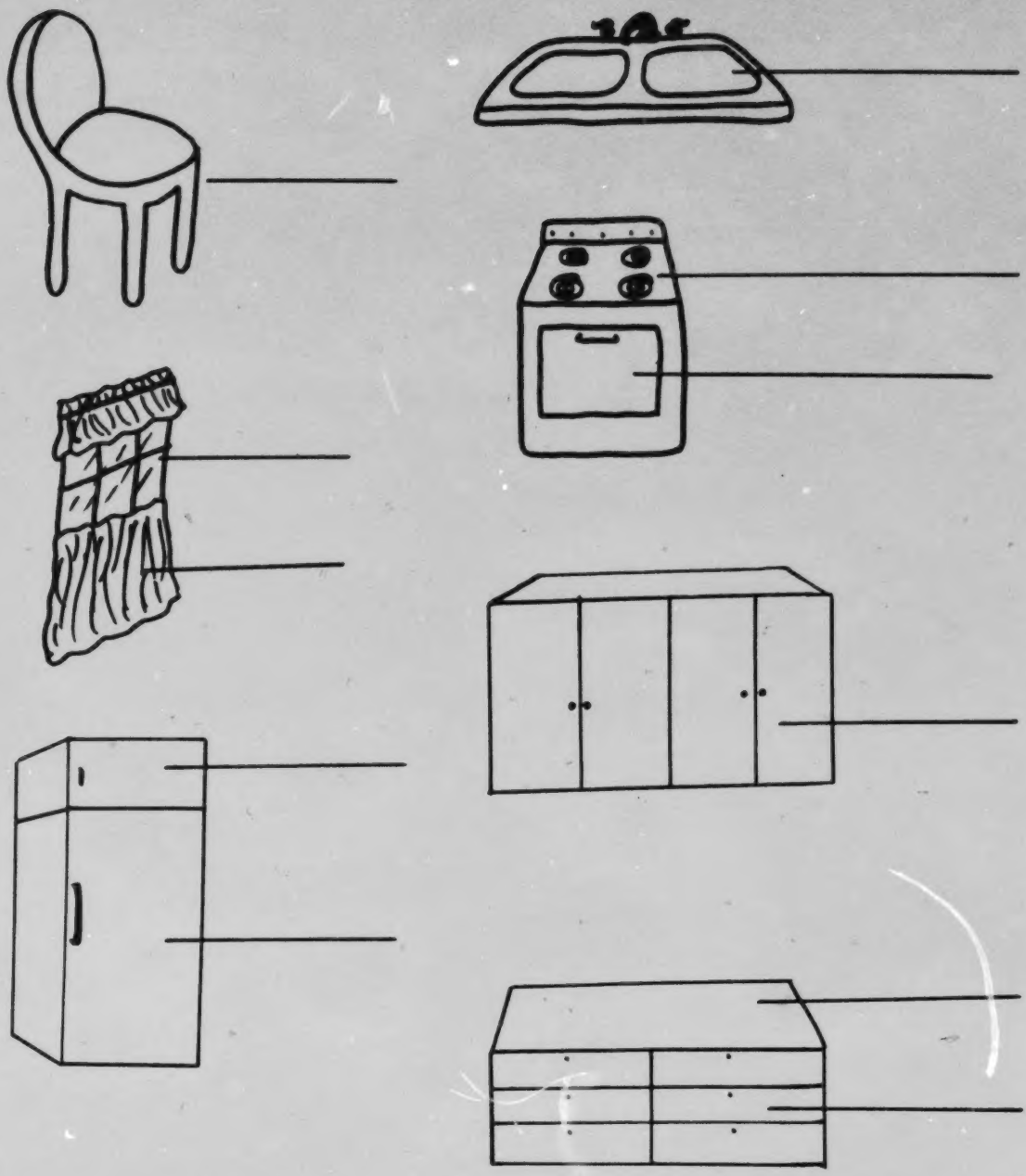




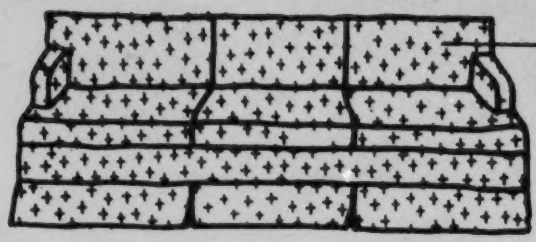


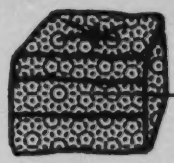


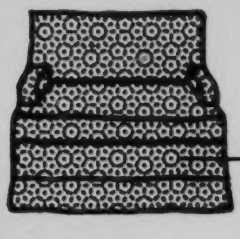
Assignment: Name these things found in a kitchen.

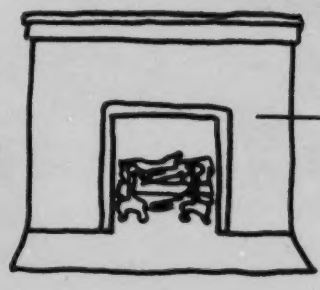


Assignment: Name these things found in a livingroom.









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UNIT I – HOMES

Lesson 2: **Use of Color in the Home**

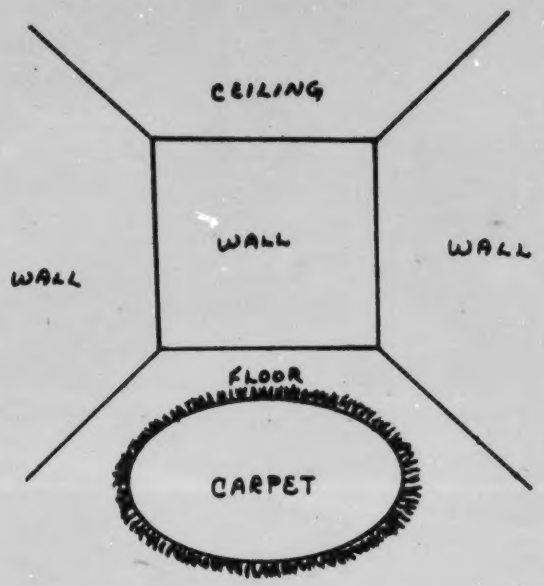
Objective: You will learn how to change the way a room looks by using color.

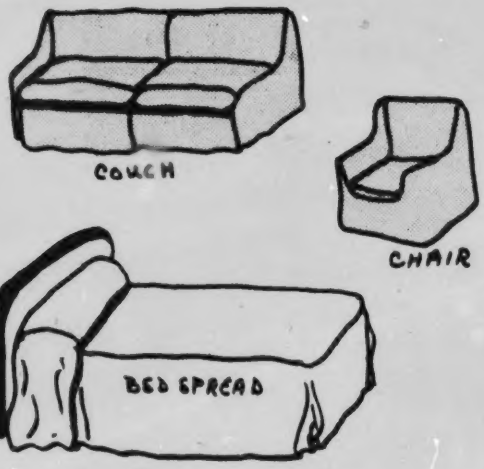
Vocabulary:

Information:

The color used in a home or room can change the way you feel. Color can help you feel happy or sad, hot or cold. You can like the room or hate the room. When you plan to use colors in a room, there are 3 steps:

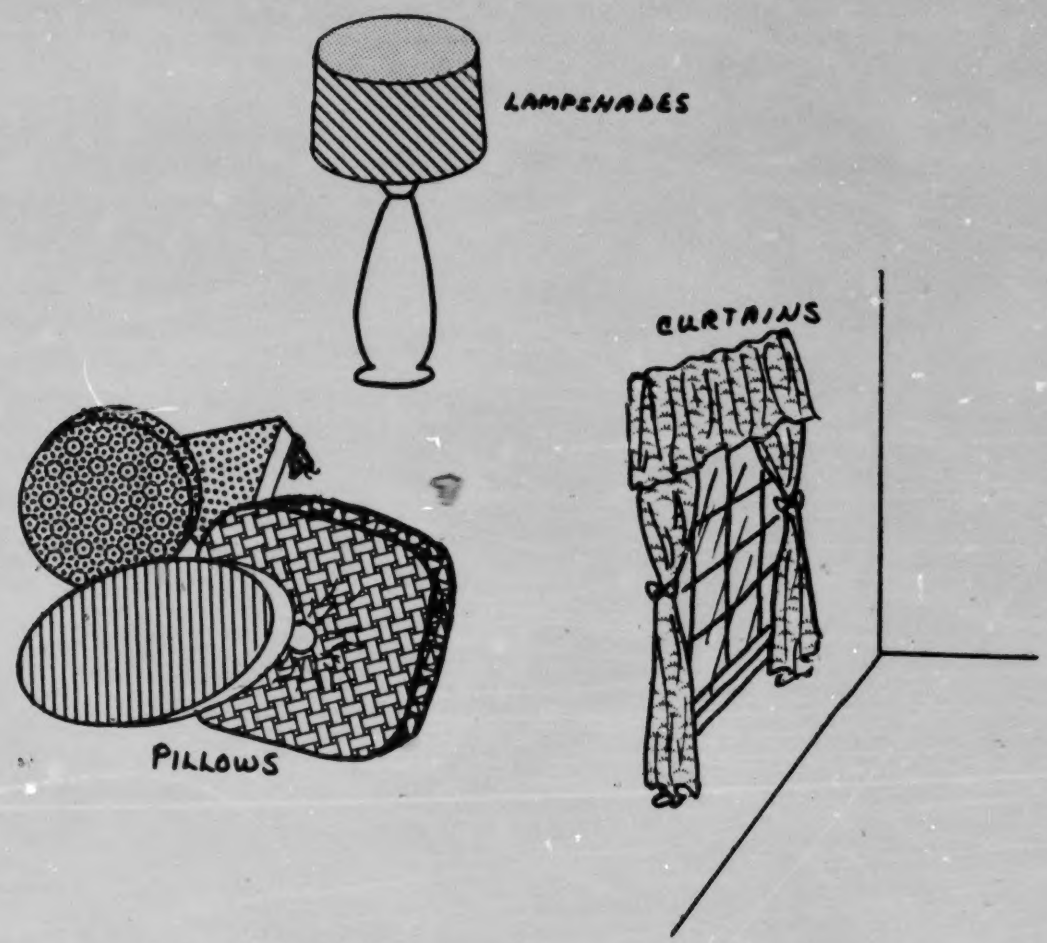
1. The color of walls, ceiling, floor, or carpet.



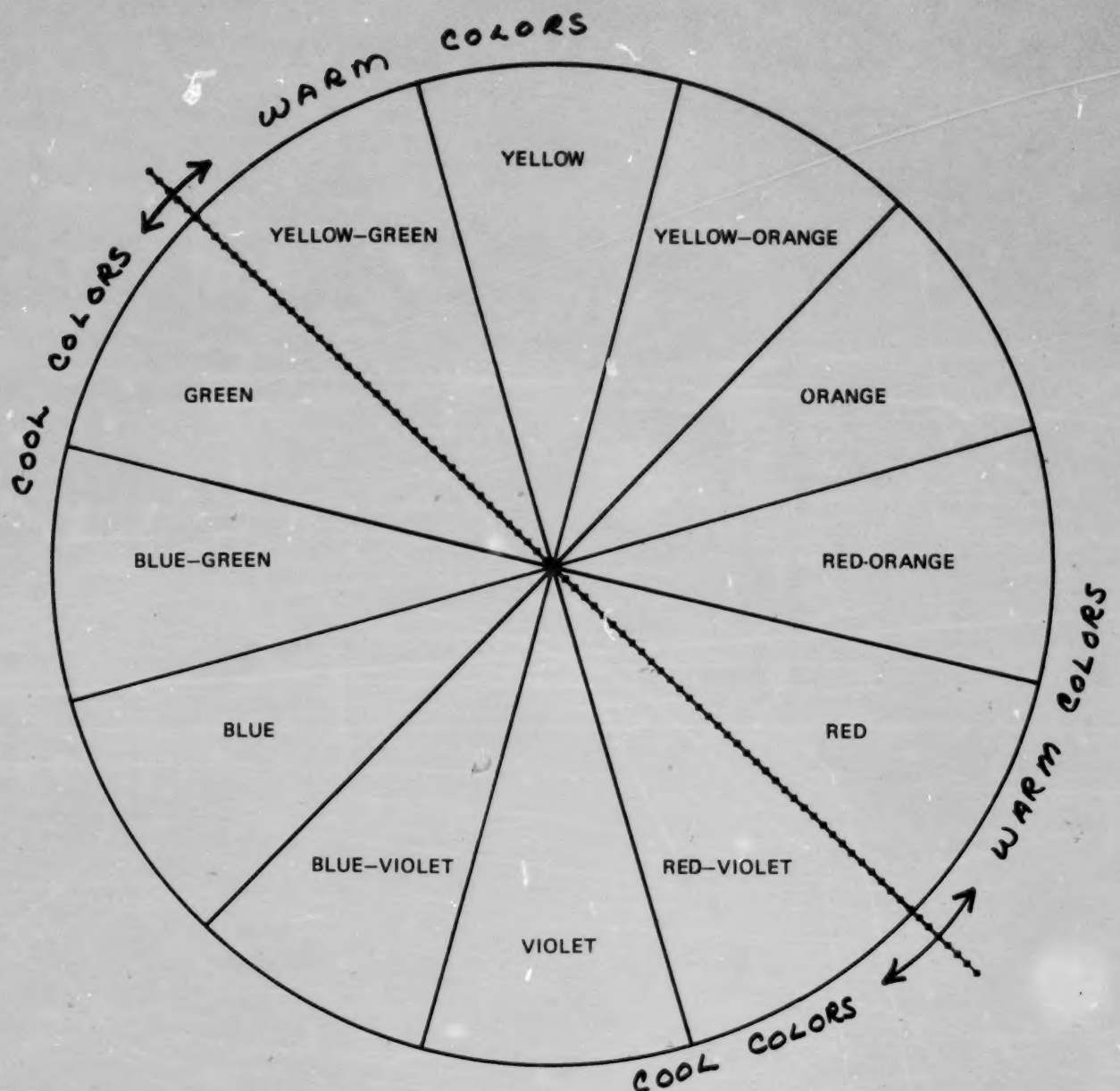


2. The color of big things -- couch, chairs, or bedspread.

3. The color of the small things:
   lampshades
   pillows
   curtains



The colors you pick should make you feel good. If you do not like the colors, you will not be happy. If your room is warm you can pick *cool* colors. If your room is cold, you can pick *warm* colors.

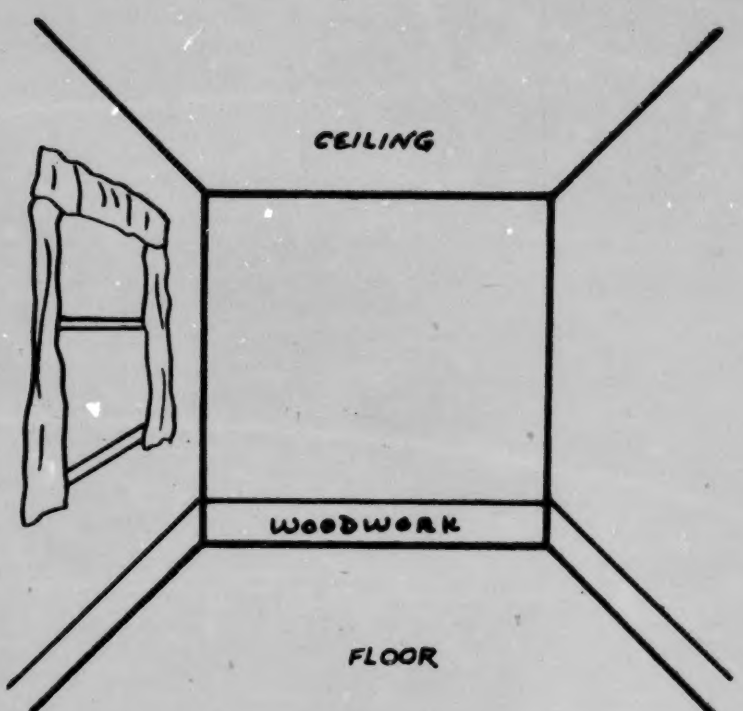


To make a small room look bigger, use:

1. A very light color on the walls.
2. Woodwork the same color as the walls.
3. Plain-color curtains

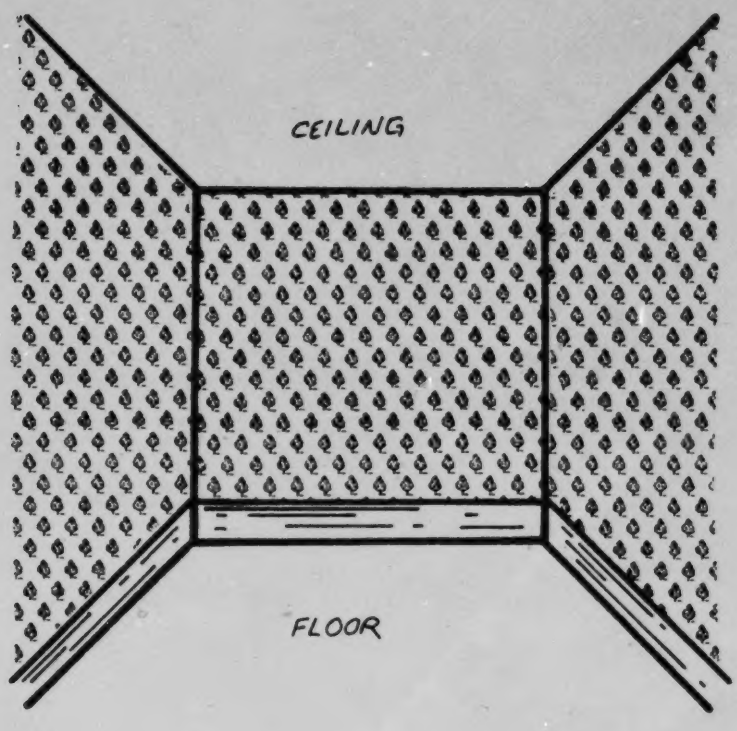
   or

   Curtains the same color as the walls if the curtains have pictures on them.



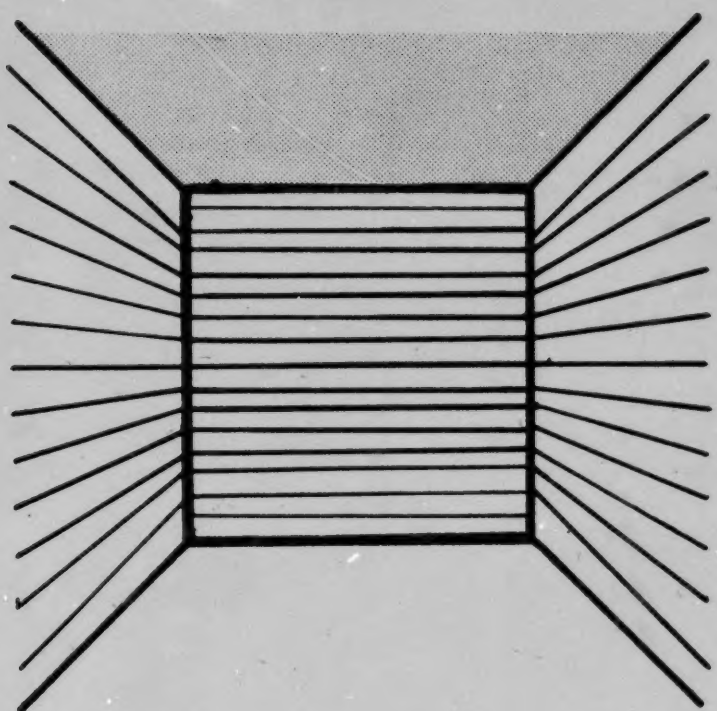
To make a big room look smaller, use:

1. Wallpaper with big pictures on it
2. Woodwork a different color from the walls
3. Dark walls with light-colored furniture



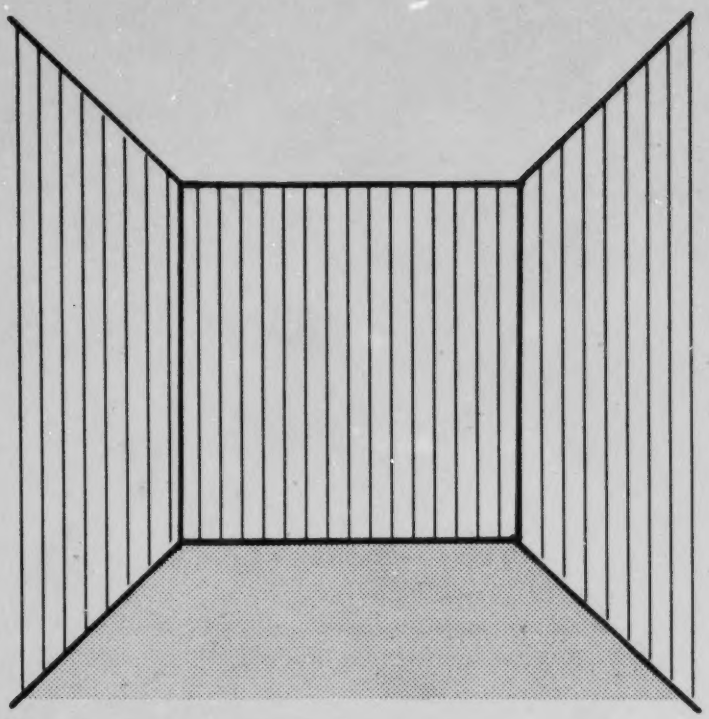
To make a high ceiling look lower:

1. Use a darker color on the ceiling.
2. Use a lighter color on the walls.
3. Use wallpaper with stripes that go from side to side.



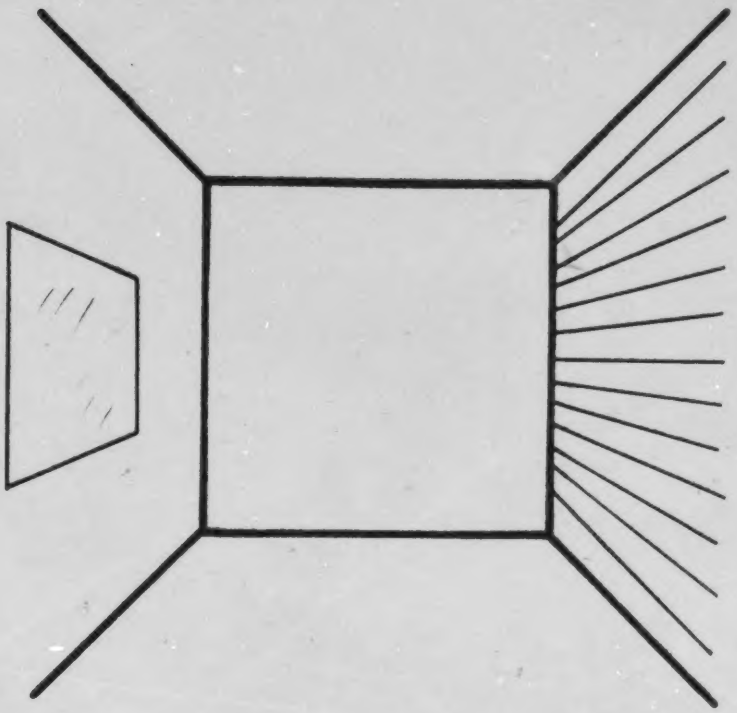
To make a low ceiling look higher:

1. Use dark colored rugs.
2. Use wallpaper with stripes going up and down.
3. Use a light color on the ceiling.



To make a square room look longer:

1. Put a large mirror on one wall.
2. Use wallpaper with stripes going from side to side on one wall.



To make a narrow room look wider:

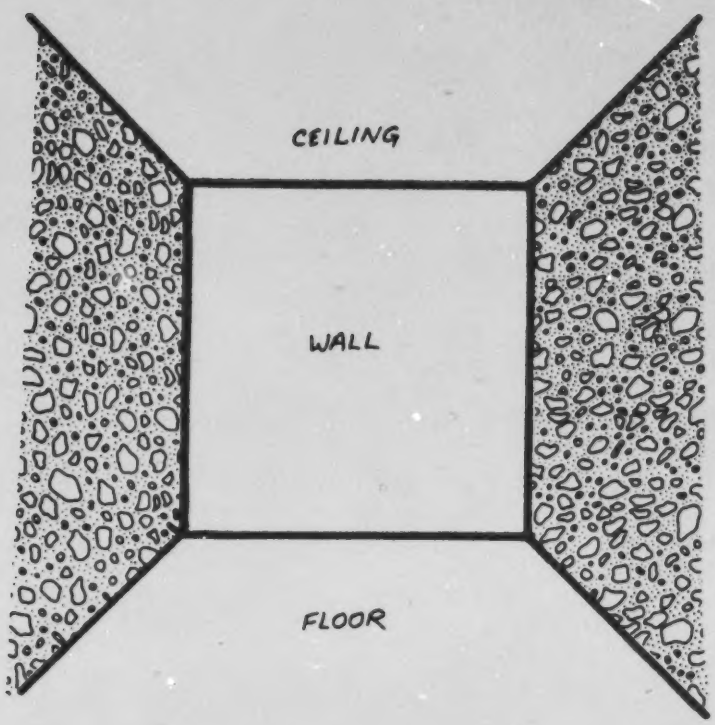
1. Use wallpaper with big pictures on the small walls.

   or

2. Use a warm color on the small walls.

   or

3. Color the wall opposite the door a lighter color than the other walls.



ASSIGNMENT

Lesson 2, Unit I

1. Color the correct colors on the color wheel.

2. List the warm colors:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

3. List the cool colors:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

4. Color the rooms the way the directions on each page says.

Lesson 3: **Schedules for Housekeeping**

Objective: You will learn to make housekeeping easier by making a list of jobs to be done.

Vocabulary:
schedule
faucet
radiator
upholstery
shampoo

Information:

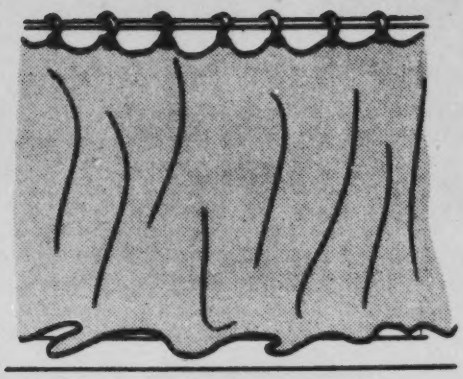
Cleaning house can take a long time. If you make a list like the one below, cleaning will be easier. If you follow the list or *schedule,* cleaning will take less time. You will then have more time to do what you like to do.

EVERYDAY CLEANING:

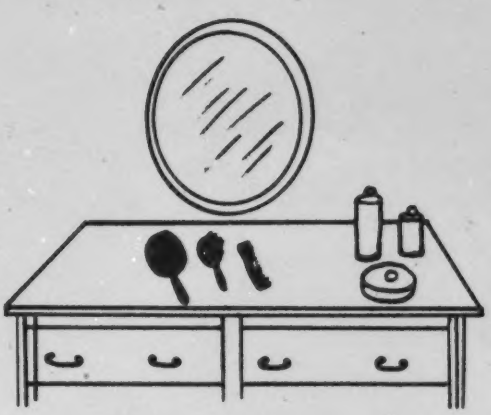
Make the bed as soon as you get up.

Put things away as soon as you use them.

Wipe the bathroom sink, faucets, and tub after using them.



Spread the shower curtain out to dry. This helps the curtain stay clean and smell nice.



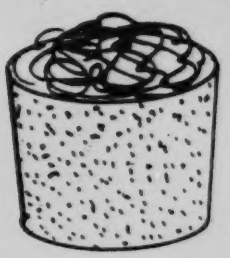
Straighten dresser top.

Clean kitchen sink, table, counter, and stove after each use.

Wipe up spills as soon as they happen.

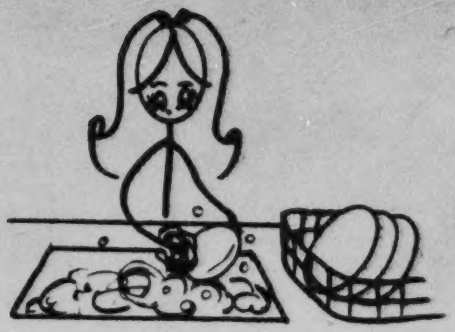
Sweep up crumbs or dust as soon as you see them.

Empty ashtrays and wastebaskets. Do not empty hot ashes into the wastebasket.

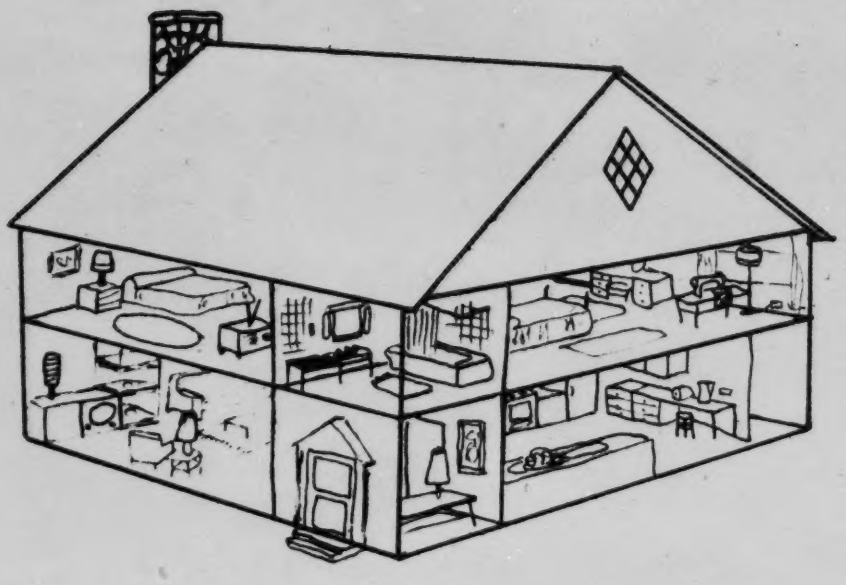


Straighten pillows on chairs and couch.

Wash the dishes, dry them, and put them away.



Be sure the whole house is neat.

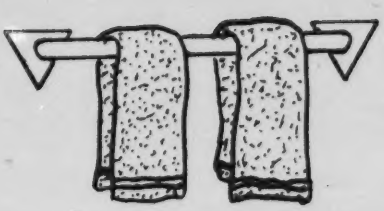


WEEKLY CLEANING

Change the sheets.

Turn the mattress over.

Change the bathroom towels.



Dust pictures, mirrors, lamps, walls, radiators, furniture, woodwork.

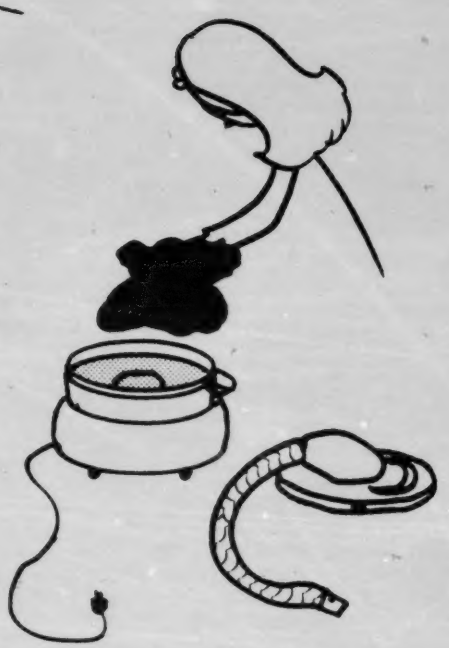
Vacuum draperies, upholstery, floors.

Straighten dresser drawers, closets, and kitchen drawers and cabinets.

Wash clothes. Dry them. Iron them if they need it. Put the clothes away.

Wet-mop the floor if it needs it.

Empty the vacuum-cleaner bag if it needs it.

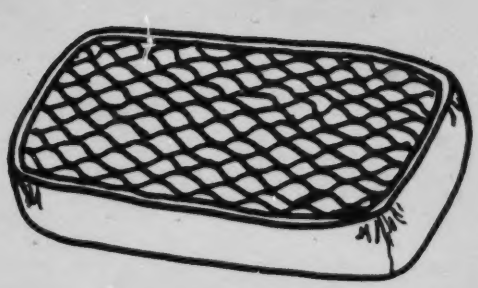


Clean the bathroom:
clean the sink, tub, toilet, walls,
wash the floor.

Wipe any spots off the walls
in the other rooms.

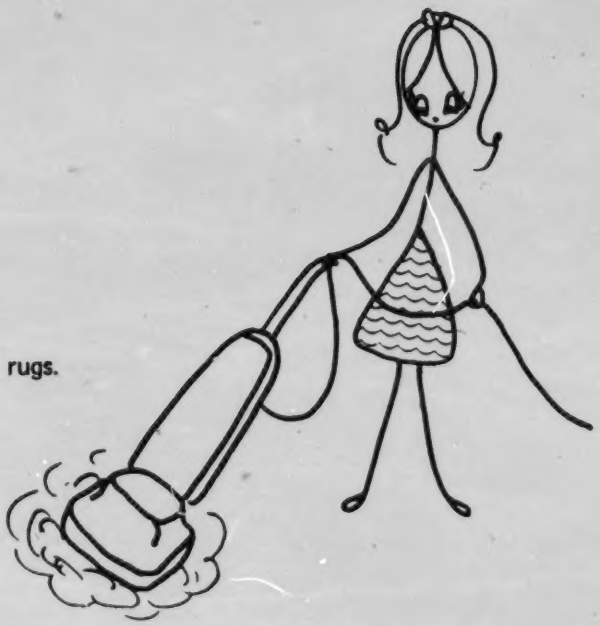
AS NEEDED

Wash the garbage pails and wastebaskets.

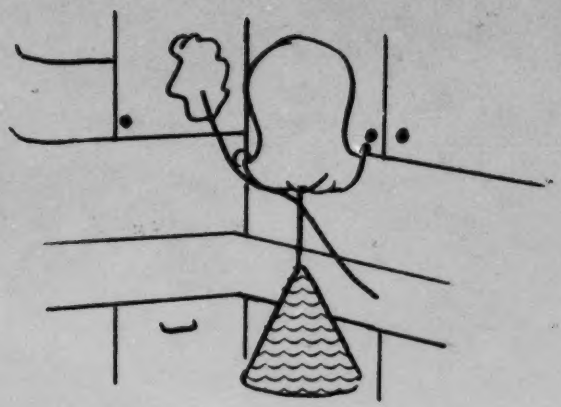


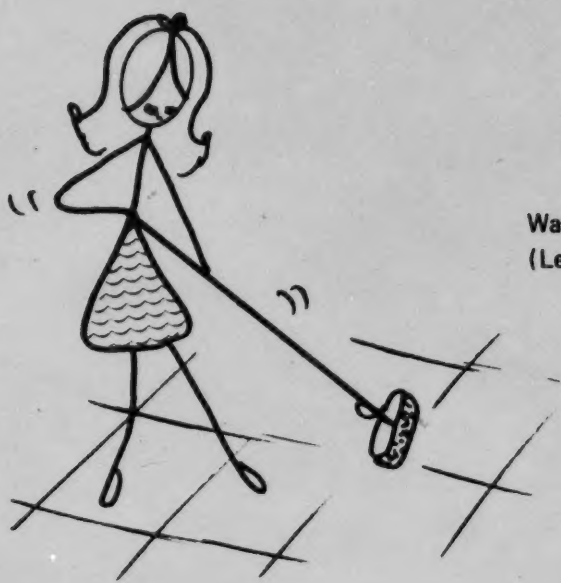
Wash the mattress covers. Dry them and put them back on the beds.

Shampoo the carpets and rugs. (Lesson 16)



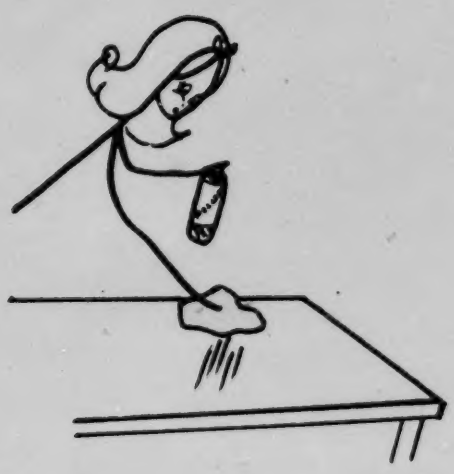
Wash the walls.



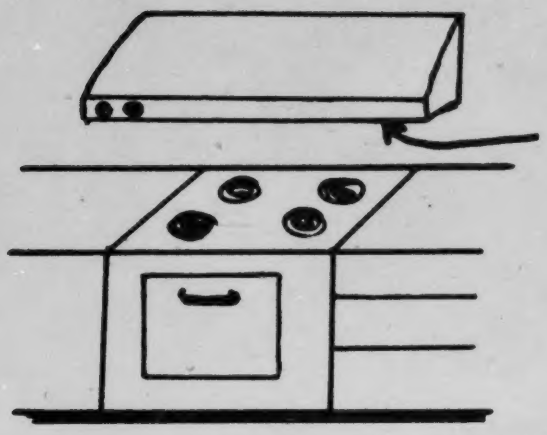


Wash and wax the floors.
(Lesson 14)

Polish the furniture.



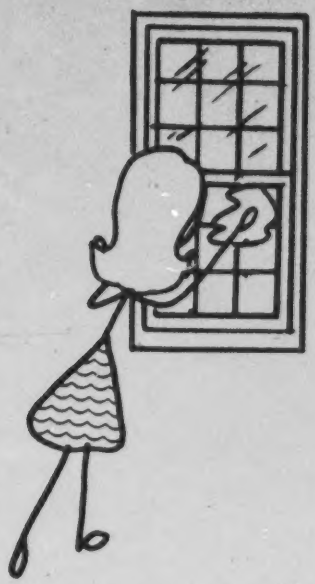
Wash the curtains and have the draperies dry-cleaned.

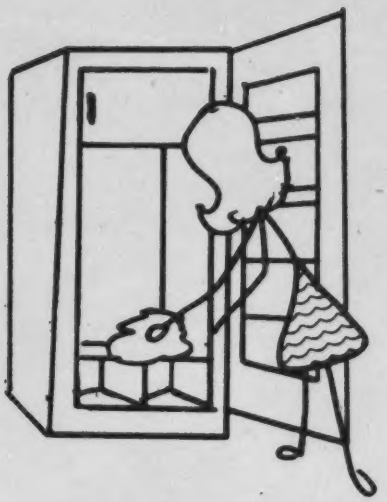


Clean the exhaust fans.

Hang the pillows and blankets outside on a clear, windy day.

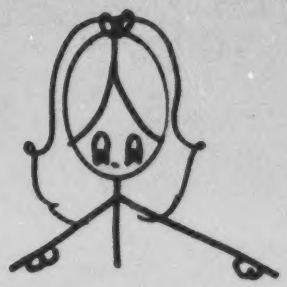
Wash the windows and screens.
(Lesson 20)





Clean the inside of the refrigerator.
(Lesson 8)

Clean the stove and oven.
(Lesson 10)



ASSIGNMENT: Finish these sentences.

Lesson 3, Unit I

1. Make the bed _____
2. Put things away _____
3. Spread the shower curtain _____
4. Wipe up _____ as soon as they happen.
5. Do not put _____ ashes in the wastebasket.
6. Change the _____ one time each week.
7. Turn the _____ over each time you change the sheets.
8. _____ pictures, mirrors, lamps, walls, radiators, furniture and woodwork.
9. _____ draperies, upholstery, and floors.
10. Wet-_____ the floor.
11. Wash garbage pails and _____ when they need it.

Unit II

Care of the Home

UNIT II – CARE OF THE HOME

Lesson 1: **Cleaning Tools**

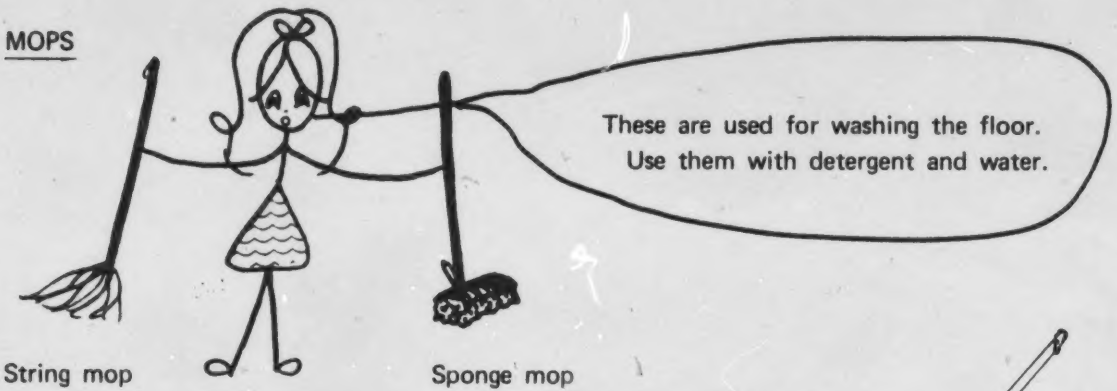
Objective: You will know the names of the different cleaning tools and how to take care of them.

Vocabulary: detergent
bristle
applicator

Information:

There are many kinds of tools to use for cleaning. They are used for many different kinds of work. They need to be taken care of.

MOPS



String mop Sponge mop

Dust mops are for dusting wooden floors. Spray them with dusting spray to pick up more dust. Keep them clean. If you put a dirty, oily mop in a closed closet, you can start a fire. Wash them with warm, soapy water. Rinse and hang them on a clothesline to dry.

Dust mop

BROOMS

Whiskbroom

Use this for small jobs. Use whiskbrooms in small corners. Because it is small, a whiskbroom is good to keep in the car.

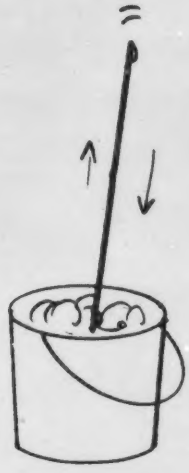
Soft bristle broom

Soft bristle brooms are to be used inside the house. They wear out fast if you use them on sidewalks or driveways.

Stiff bristle broom

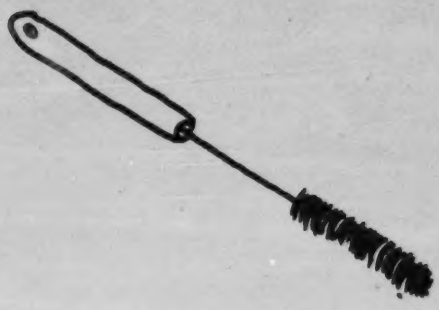
Stiff bristle brooms are used on sidewalks, rugs, steps. They work hard.

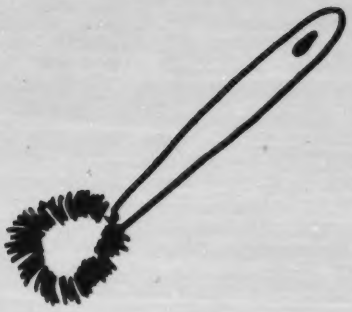
All of these brooms need to be clean. Make warm soapy water. Move the broom up and down in the water. Rinse the broom in clean, warm water. Hang the broom from the handle to dry.



BRUSHES

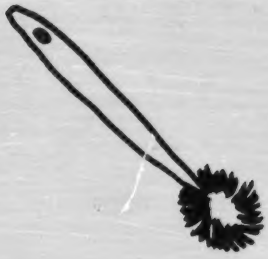
Bottle brush



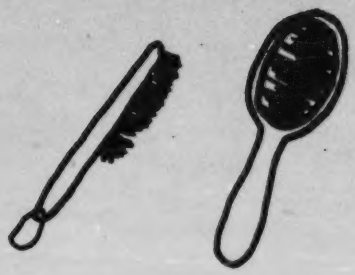


Bathtub brush

Toilet brush



Clothes brush



Scrub brush

Vegetable brush

SPONGES AND BUCKETS (Pails)

I can use a sponge for washing almost anything. I always use a sponge with soapy water.

I squeeze it out and then rinse it after using.

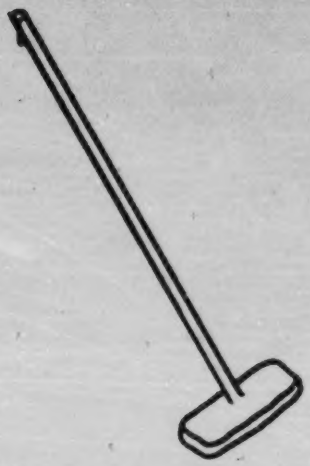
I usually use a pail or bucket to carry the water with me.

GLOVES

Rubber gloves are good for washing dishes. They protect hands and fingernails.

Cotton work gloves protect hands and fingernails from dirt and bugs in the garden.

WAX APPLICATOR



If you do not have an electric floor polisher, you can use a wax applicator. This is like a sponge mop. It must always be clean. You must wash, rinse, and dry it each time after you wax the floor.

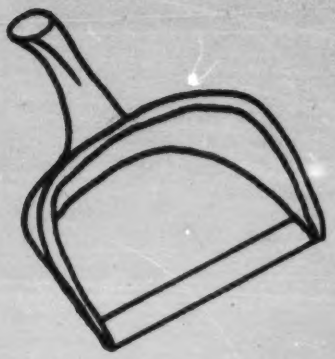
VACUUM CLEANER

Vacuum cleaners are electric. There are many kinds of vacuums. They are quite expensive. They pull the dirt off the floor into a bag inside. They have extra tools. These tools help the vacuum cleaner do many other jobs. You will learn about vacuum cleaners in the next two lessons.

CARPET SWEEPER

A carpet sweeper is not electric. Some people use them to sweep carpets in between using the vacuum. They are not as good as vacuum cleaners. They brush the dirt inside the sweeper.

DUSTPAN



This is used with a broom to sweep dirt off the floor. Dustpans are either metal or plastic. The dust pan needs to be washed in warm, soapy water, rinsed and dried when it gets dirty.

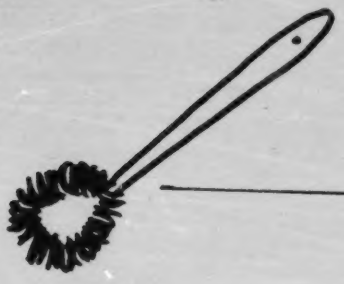
FLOOR POLISHER/RUG SHAMPOOER

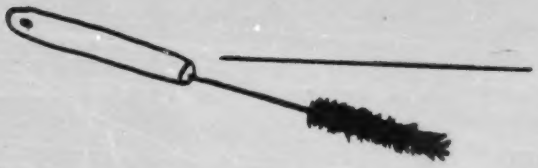
This is one machine. It is very expensive. You must be careful not to break it. It is electric. It saves time. It makes work easy. It will polish the floor, or shampoo a carpet or rug.

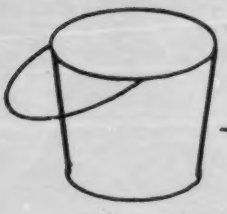
ASSIGNMENT

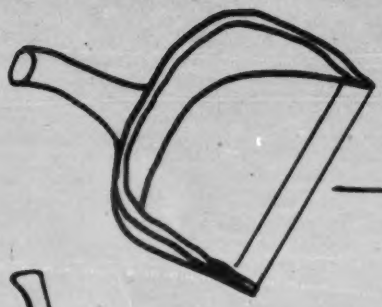
Lesson 1, Unit II

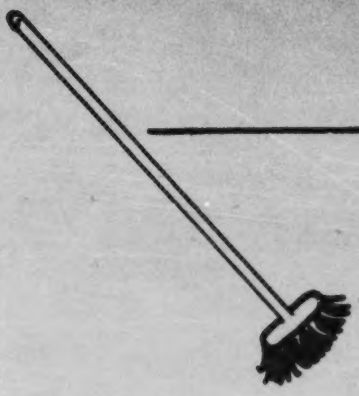
Name these cleaning tools:

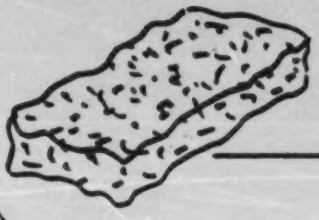


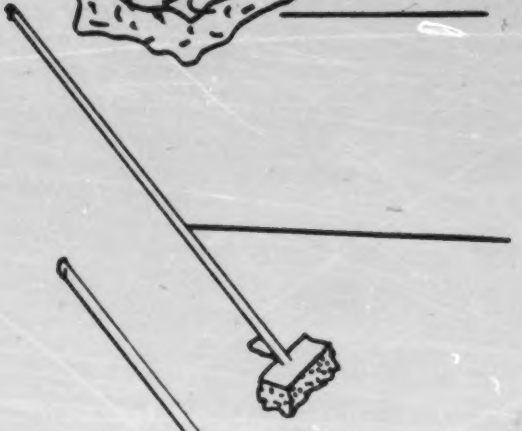


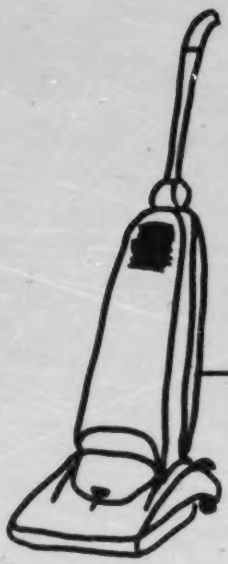


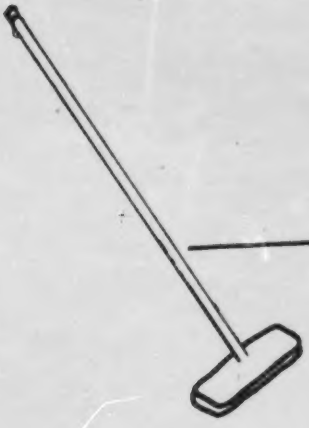












UNIT II – CARE OF THE HOME

Lesson 2: **Vacuum Cleaners and Their Tools.**

Objective: You will know about the different kinds of vacuum cleaners and their tools.

To learn how to use the different tools.

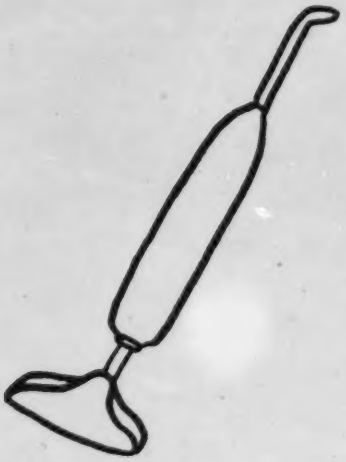
Vocabulary: canister

Information:

There are many kinds of vacuum cleaners today:

UPRIGHT VACUUM

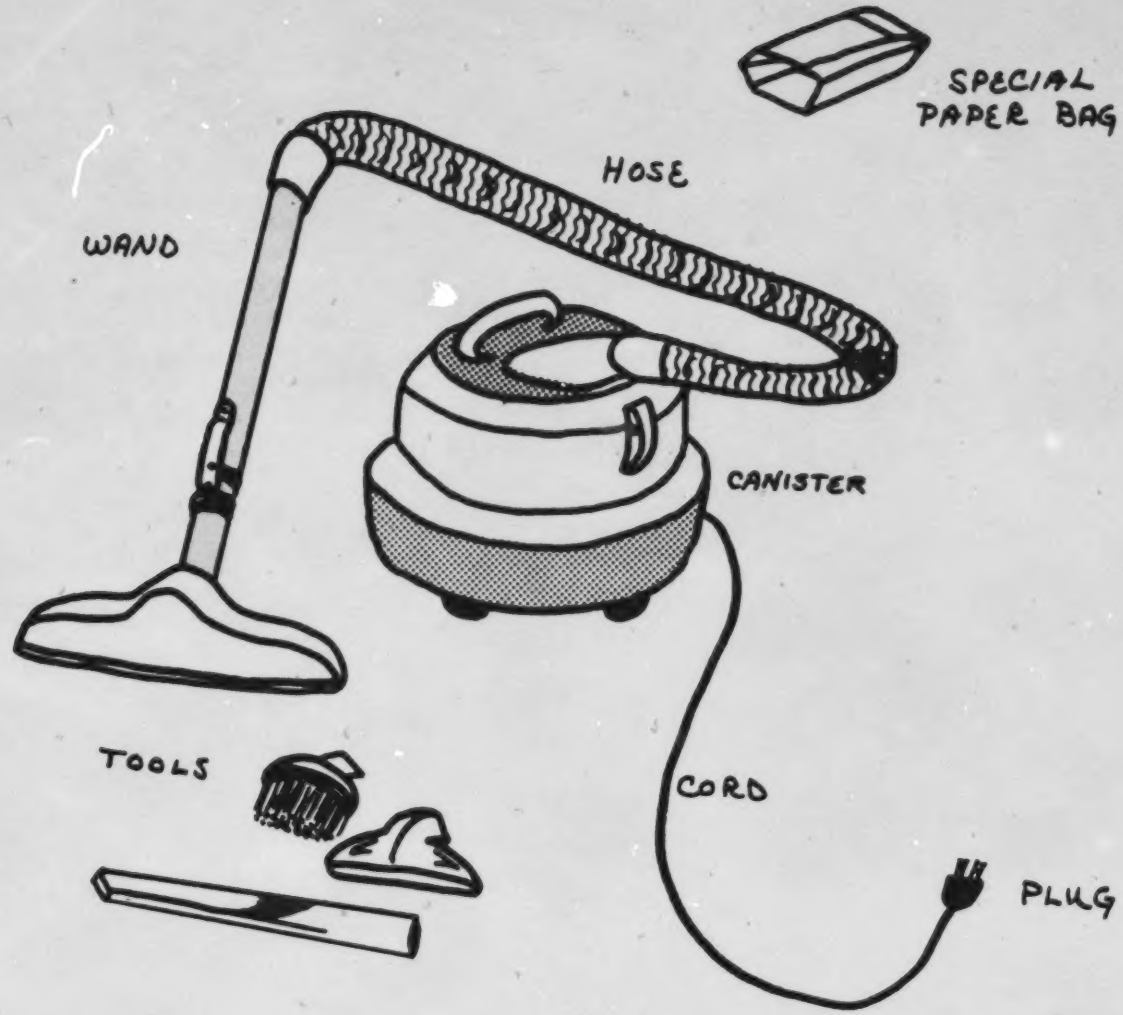
CANISTER VACUUM



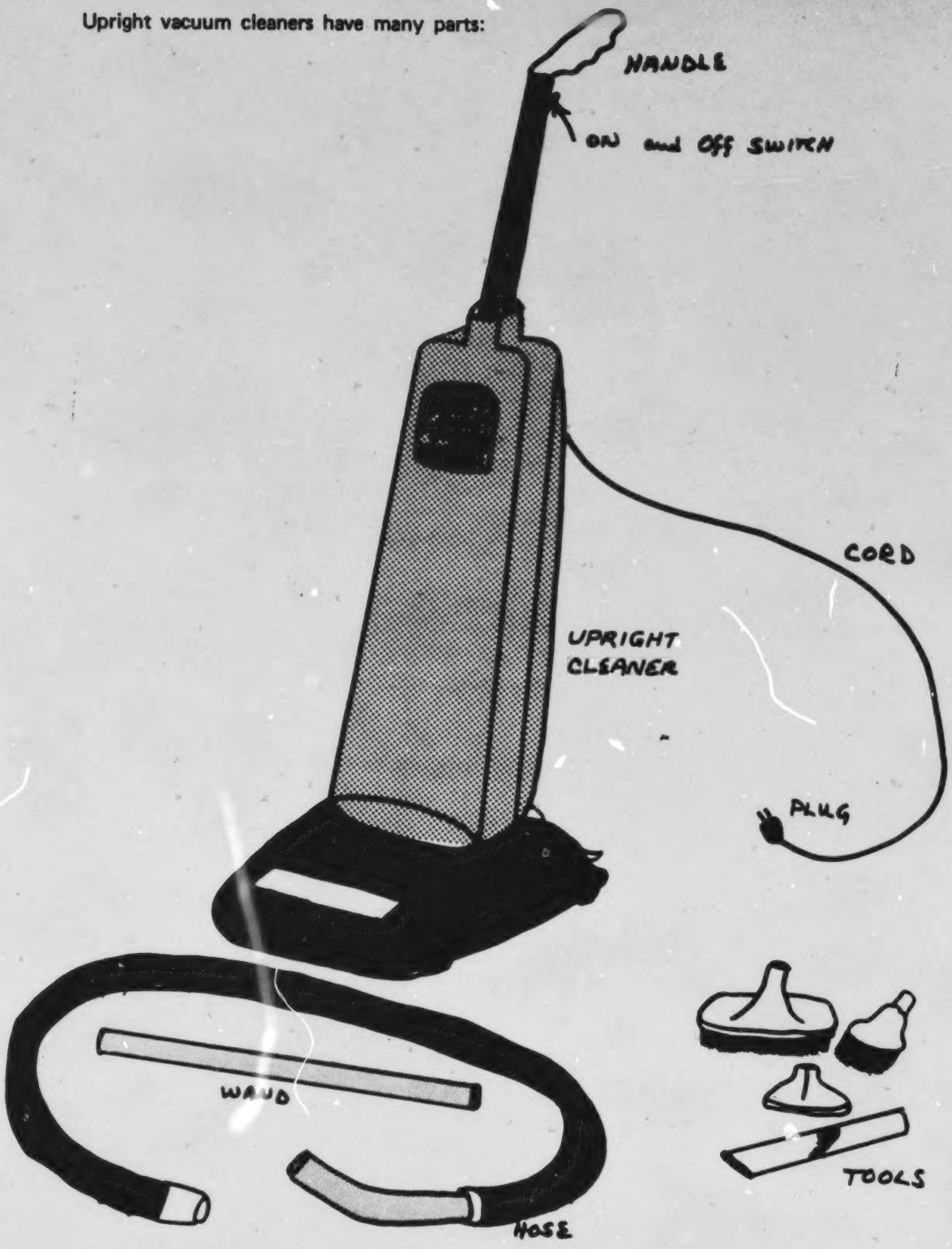
BROOM or STICK VACUUM

HAND VACUUM

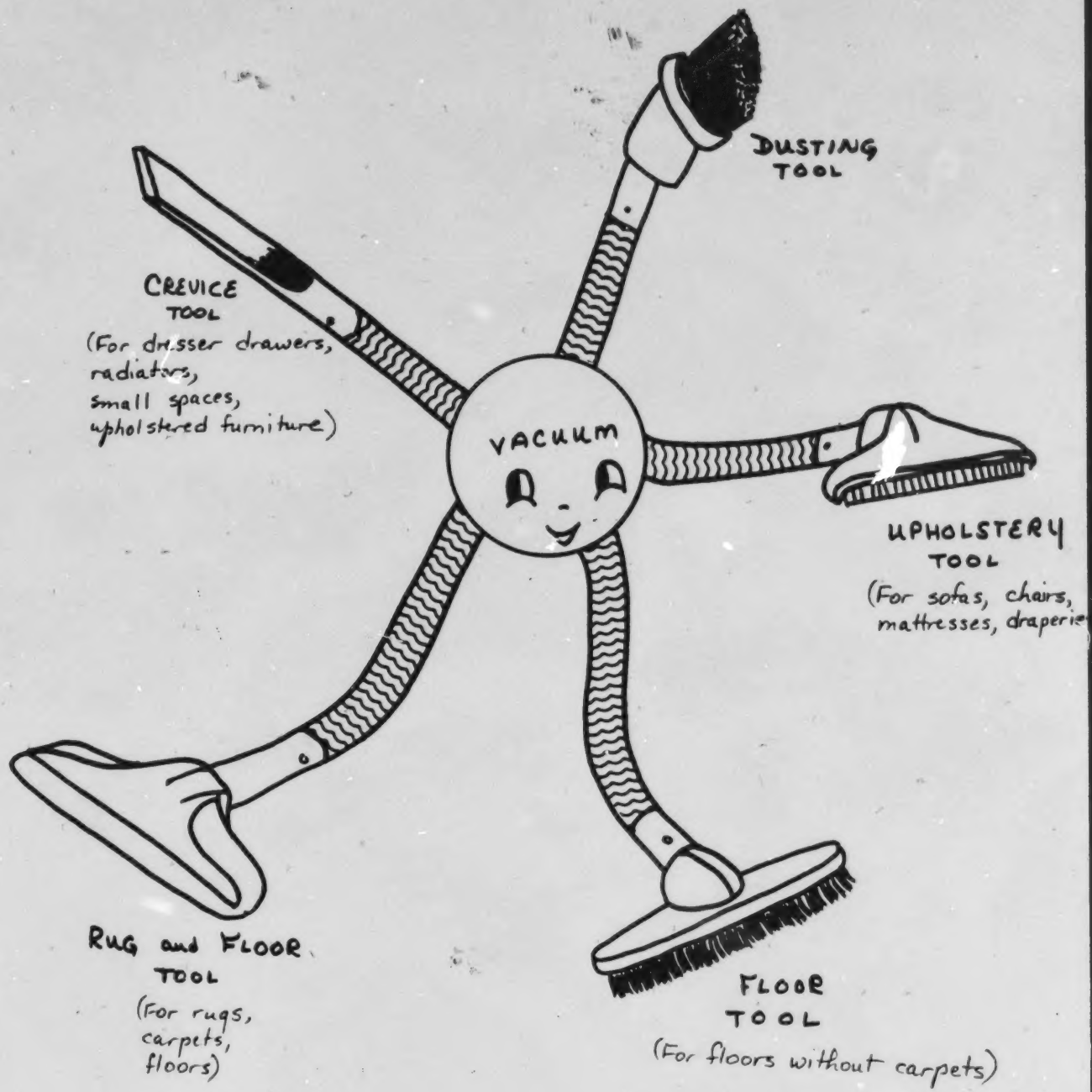
Canister vacuum cleaners have many parts:



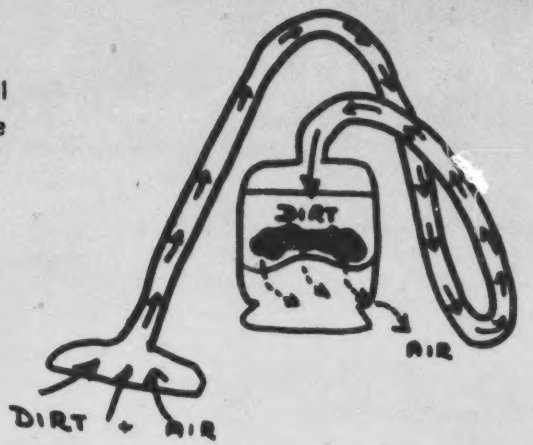
Upright vacuum cleaners have many parts:

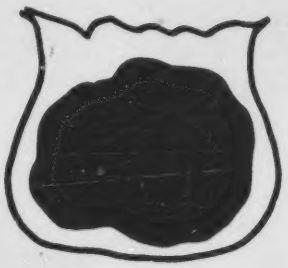


Canister vacuums and some upright cleaners have extra tools. With tools the vacuum cleaners can do many different kinds of jobs.



The special paper bag has very small holes in it that you cannot see. The dirt is pulled into the bag. The dirt stays inside the bag. The air goes through the bag.





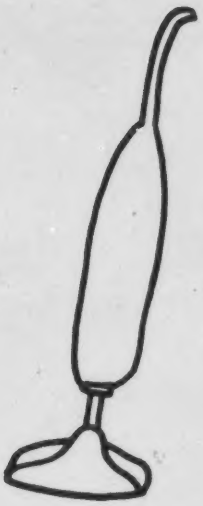
When the paper bag is about half full of dirt, you throw it away.

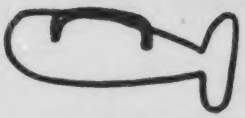
If there is too much dirt in the bag, the vacuum works poorly. If the vacuum works poorly, dirt stays on the floor. Then your floor is still not clean.

ASSIGNMENT

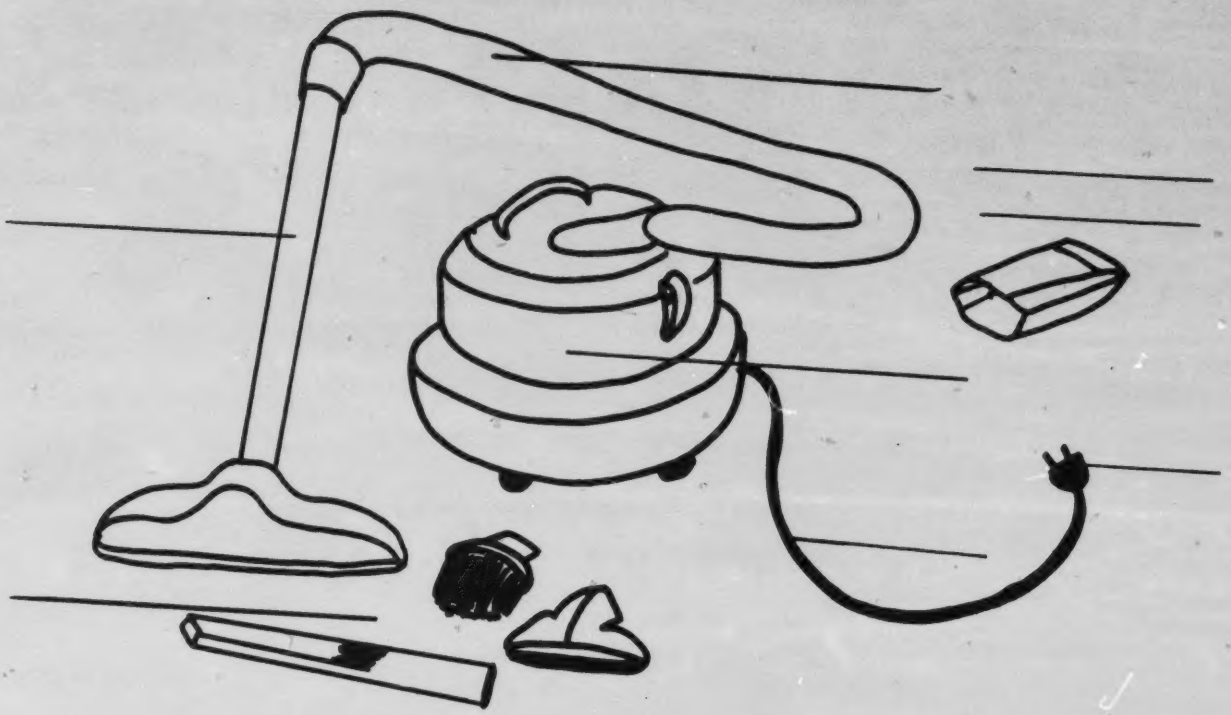
Lesson 2, Unit II

A. Name these vacuum cleaners:

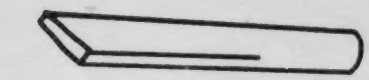




B. Name these parts of the vacuum cleaner.



C. Name these vacuum cleaner tools.



UNIT II – CARE OF THE HOME

Lesson 3 **How a Vacuum Cleaner Works**

Objective: You will know how a vacuum cleaner works.

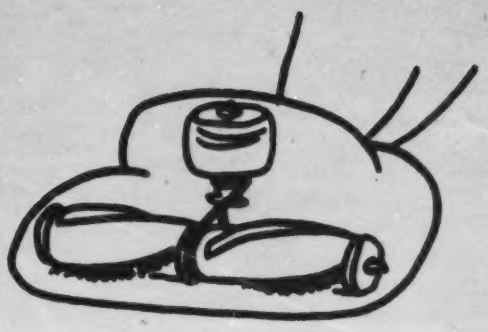
Vocabulary:

Information:

People like to live in clean homes. Some people use brooms and brushes to clean the dirt off the floor. Some people use vacuum cleaners to get dirt off the floor. Vacuum cleaners work much better than brooms on rugs and carpets. Vacuum cleaners are easier to use than brooms.

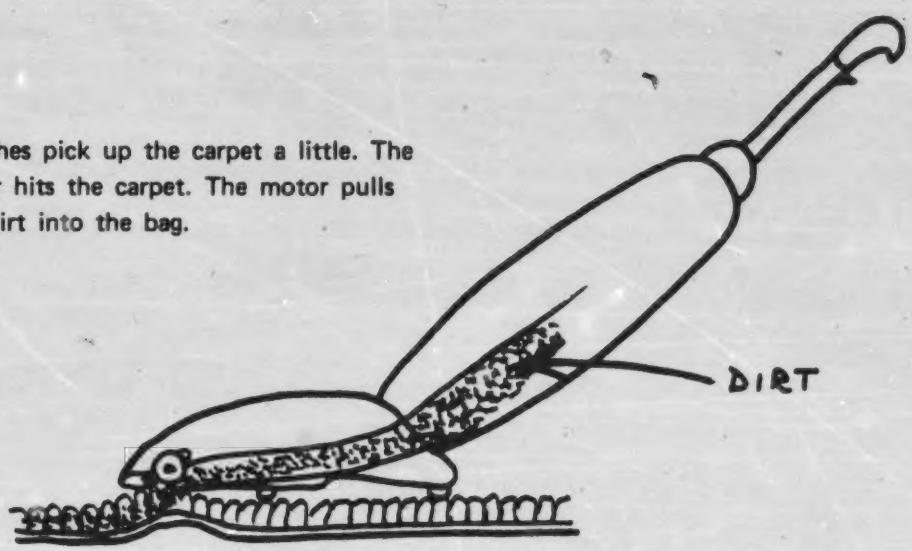
Vacuums have electric motors that pull dirt inside the vacuum cleaner. Inside the vacuum cleaner is a special paper bag or cloth bag. The special paper bag fits inside the cloth bag.

Some kinds of vacuum cleaners work better for some jobs than other kinds of vacuums.



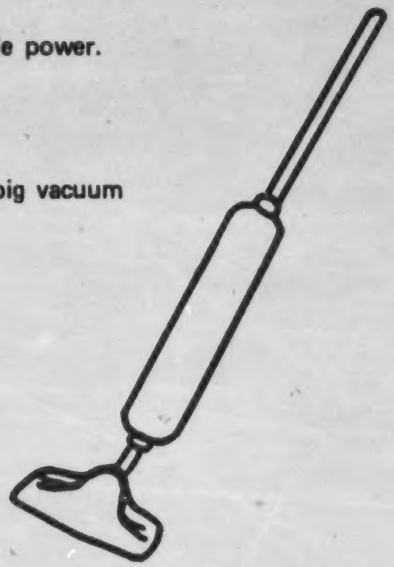
Upright vacuum cleaners work best on large carpets and rugs. They have a metal tube with brushes on it, or brushes and a metal bar.

The brushes pick up the carpet a little. The metal bar hits the carpet. The motor pulls air and dirt into the bag.



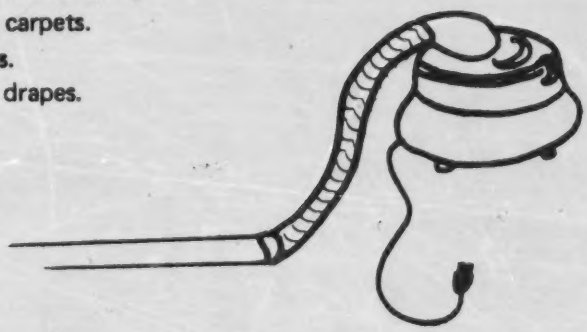
If you have wall-to-wall carpeting, an upright vacuum cleaner is good.

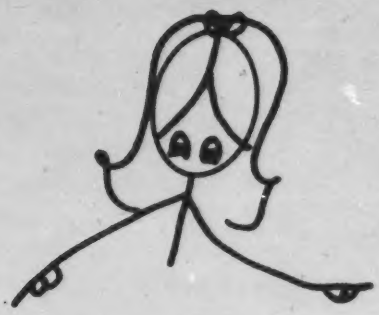
Broom or stick vacuums have very little power.
They pull the dirt into the cleaner.
They are good to use in small places.
They can also be used for a little dirt.
To clean a house it is best to have a big vacuum cleaner too.



Hand vacuums are very small vacuum cleaners.
They are usually for VERY small places.
They are good for vacuuming inside the car.
They are very good for cleaning upholstery.

Canister vacuum cleaners are good for cleaning small carpets or floors without carpets.
They are good for vacuuming steps.
They are good for upholstery and drapes.
They are good for dusting.





ASSIGNMENT

Lesson 3, Unit II

1. _____ work better than brooms for cleaning.

2. Vacuum cleaners have _____ motors that pull the air and dirt inside the vacuum cleaner.

3. Inside the vacuum is a special _____ that fits inside a cloth bag.

4. _____ work best on large carpets.

5. _____ have little power. They are good for cleaning small places.

6. _____ are very good for vacuuming inside cars.

7. _____ are best for vacuuming small carpets, steps, and upholstery, and for dusting.

UNIT II – CARE OF THE HOME

Lesson 4: **Care of the Bathroom**

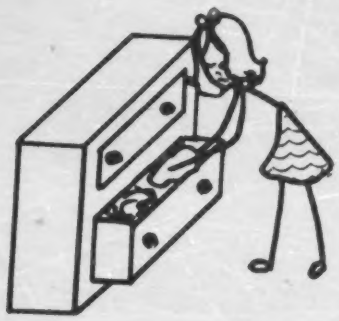
Objective: You will know how to take care of the bathroom.

Vocabulary:
ammonia
scouring powder
scouring pad
directions
fumes
equipment

Information:

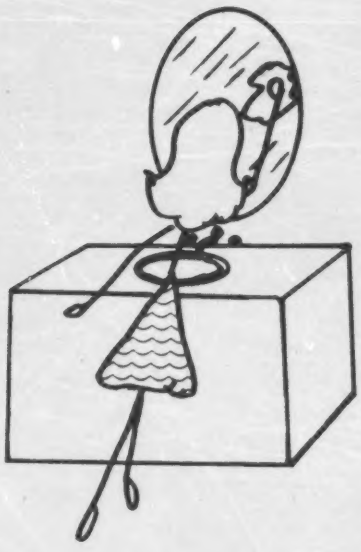
To keep people in good health it is good to have a clean bathroom. You will need to straighten up the bathroom every day. You will also need to clean the bathroom well every week.

Put things away as soon as you use them.



Wipe the sink, faucets, and tub after using them. One time each week, clean the bathroom well. Use spray bathroom cleaner or ammonia. *Do not use scouring powder* to clean faucets, sink, tub, or walls. Scouring pads and scouring powder put scratches on them and spoil them.

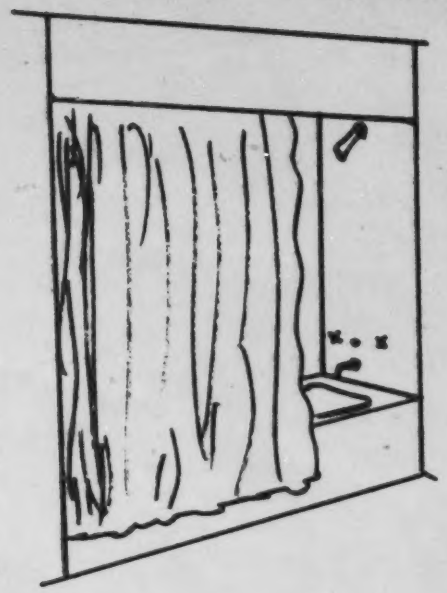
Be sure the toilet is clean.
Use a cleaner and a toilet brush.
Follow the directions on the cleaner.

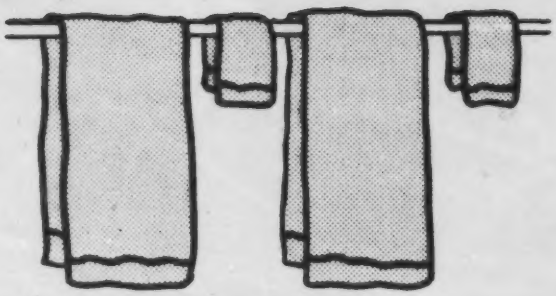


Wipe off the mirror with a paper towel when it gets dirty. Use a mirror cleaner or ammonia and water. Wipe the mirror dry.

Do not breathe the fumes from ammonia.

Straighten out the shower curtain to let it dry. If it smells or feels slippery, or looks dirty, it needs to be washed. (See page 183)



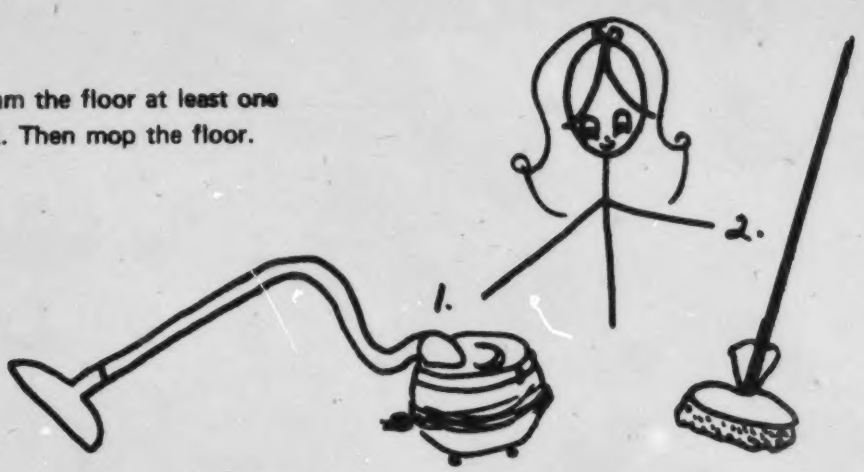


Straighten out the towels. Put clean, dry towels in the bathroom at least one time each week. Be sure to squeeze out the water from the wash cloth before you hang it up.

Put new soap in the soap dish when the old one is finished.

Put new toilet paper in the holder when the old one is finished.

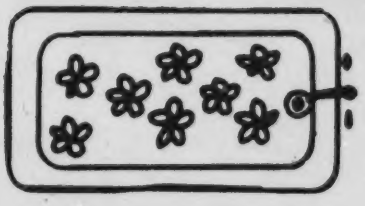
Sweep or vacuum the floor at least one time each week. Then mop the floor.

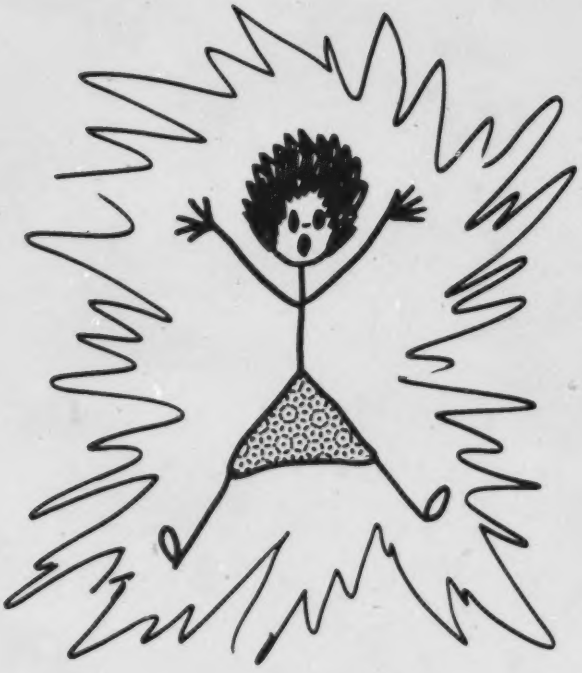


Shake the rugs outside when you vacuum. Wash the rugs, bathmat, and toilet-bowl cover when they need it.

When you use drain cleaner in the sink and tub, *follow the directions on the can!*

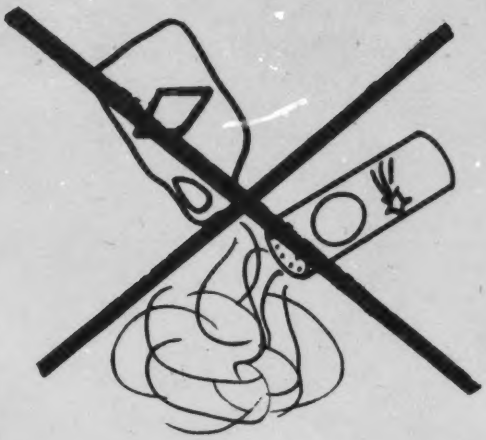
Put pretty rubber designs or a rubber mat in the bottom of the bathtub. This prevents people from falling in the tub.





Be very careful of electric equipment. *Never use electric equipment when you are wet.* The electricity could kill you.

Never mix different cleaners together or use them on the same thing at the same time. The fumes could make you very sick.



Keep all medicines and cleaning products high up in closets. Keep them away from children. Small children will eat anything.

ASSIGNMENT

Lesson 4, Unit II

1. Put things away _____

2. _____ time each week clean the bathroom.

3. Do not use _____ or _____ to clean the faucets, because these scratch.

4. Use a cleaner on the toilet bowl and a toilet _____. Be sure to _____ _____ on the can.

5. If the shower curtain smells, it needs to be _____.

6. Be sure to _____ the water out of the washcloth before you hang it up.

7. _____ and mop the floor one time each week.

8. Rubber mats or designs in the bottom of the tub prevent people from _____.

9. Electricity could _____ you. Never touch electric equipment when you are _____.

10. Never _____ different cleaners.

11. Keep medicines and cleaning products away from _____.

UNIT II – CARE OF THE HOME

Lesson 5: Care of the Bedroom

Objective: You will know how to take care of the bedroom.

Vocabulary:

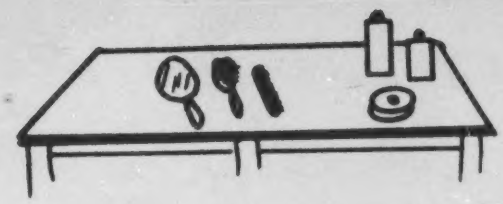
Information:

It can be easy to have a neat, clean bedroom. A neat and clean bedroom can make you feel good too.

Make the bed as soon as you get up in the morning.

Put your clothes away as soon as you take them off.

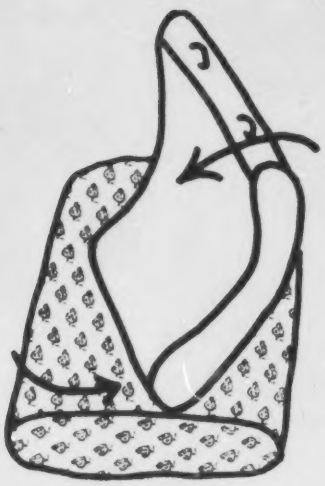
Have a special place for everything.
Keep everything in its own place.



Dust the dresser, bed, lamps, pictures,
and mirrors when they need it.

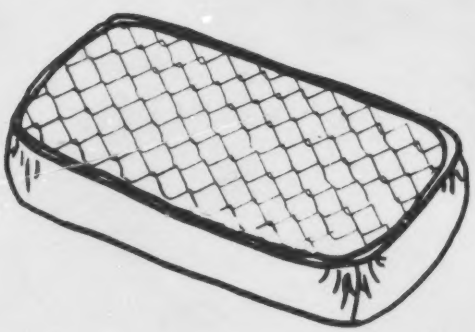
Vacuum the floor at least one time each week.
Be sure to vacuum under the bed.

Change the sheets one time each week.

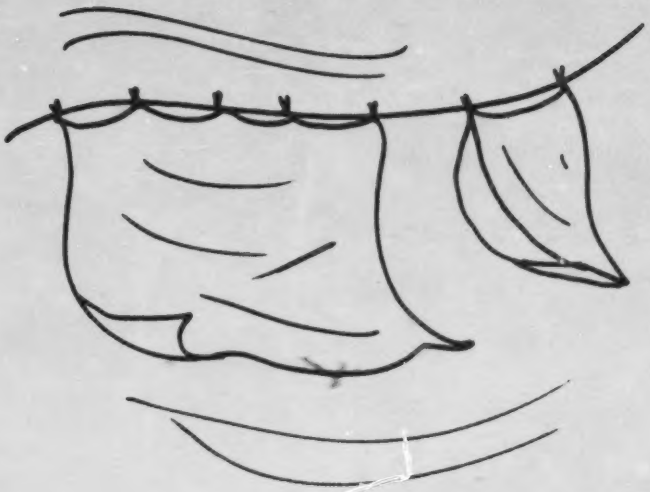


Turn over the mattress when you take off the dirty sheets.

Wash and dry the mattress pad every few months. The mattress pad protects the mattress.



Hang the pillows and blankets from the clothesline every few months. Do it on a sunny, breezy day.



Wash the blankets carefully (see page 183). Or have them dry-cleaned about two times a year.

ASSIGNMENT

Lesson 5, Unit II

1. Make the _____ as soon as you get up.

2. Put things away when you take them _____.

3. Have a special _____ for everything.

4. Always remember to vacuum under the _____.

5. Turn the _____ over when you take off the dirty sheets.

6. The _____ protects the mattress.

UNIT II – CARE OF THE HOME

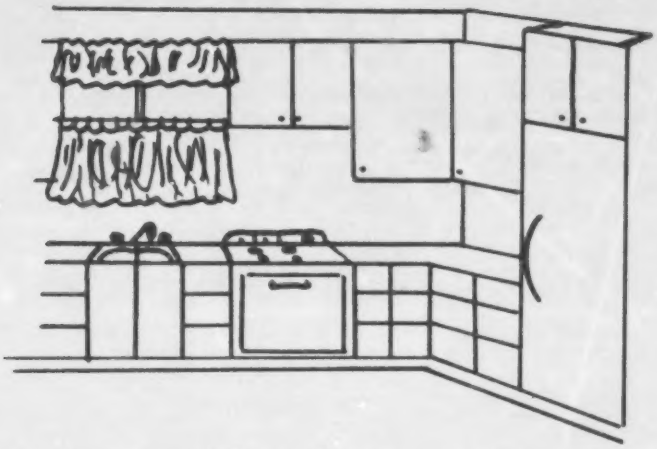
Lesson 6: **Care of the Kitchen**

Objective: You will know how to take care of the kitchen properly and keep it clean.

Vocabulary: baking soda
soak

Information:

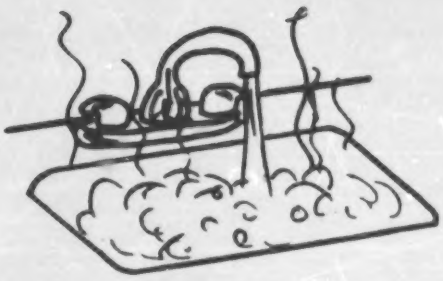
A clean kitchen is a happy place.



On pages 214 to 221 we will talk about kitchen safety. In this lesson we will learn how to keep the kitchen clean and how to make cleaning easier.

Dishes should always be washed after meals or put in the dishwasher.

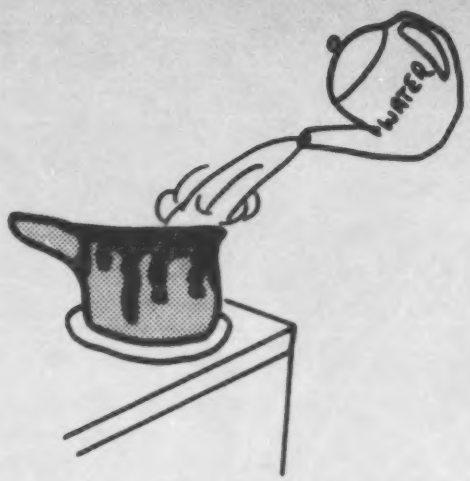
Have warm water in the sink when you are cooking. When you are finished with each pot or dish, put it in the water.



Wash the dishes while your meal is cooking.

Wipe up any spills as soon as they happen.

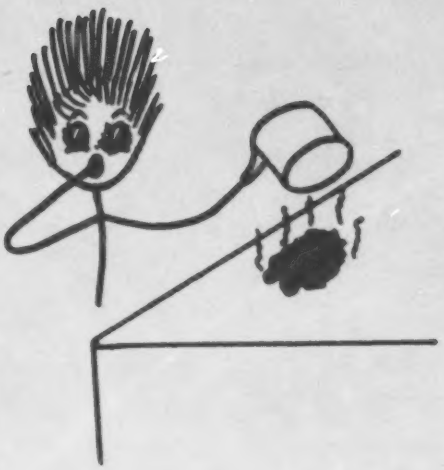
If food is burned on a pan, fill the pan with water. Let the pan sit for about 1 hour. Then wash the pan.



Fill all the pans and pots you cooked in with water. These will soak while you are eating. Washing will be easier.

Pick up broken glass with a wet paper towel. Never use a sponge or dishcloth.

Never put hot pans or pots on the counter.
Hot pots will burn the counter.



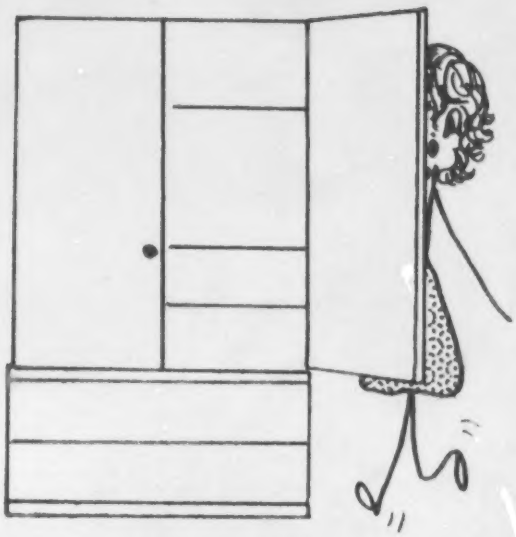
Never soak anything made of wood.
The wood will bend and break.
Wash the wooden thing with a little water. Rinse it. Dry it.

Keep things near where they are used.
Remember where they are kept.
Always put them back after using them.

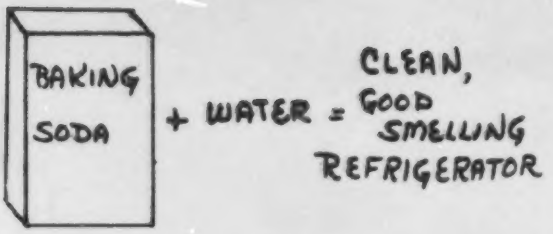
Try to keep the oven clean. If it gets very dirty it is harder to clean.

Wipe off the table, stove, refrigerator, and counters after each meal.

Close cabinets and drawers as soon as you open them. If they are open, someone could get hurt.



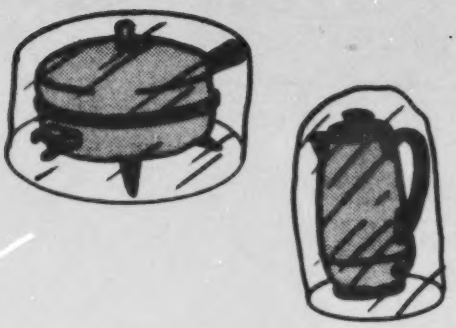
Use baking soda for washing plastic dishes to remove coffee and tea stains.



Use baking soda and water to wash the refrigerator. (Lesson 8)

Use baking soda to put out small fires at the stove.

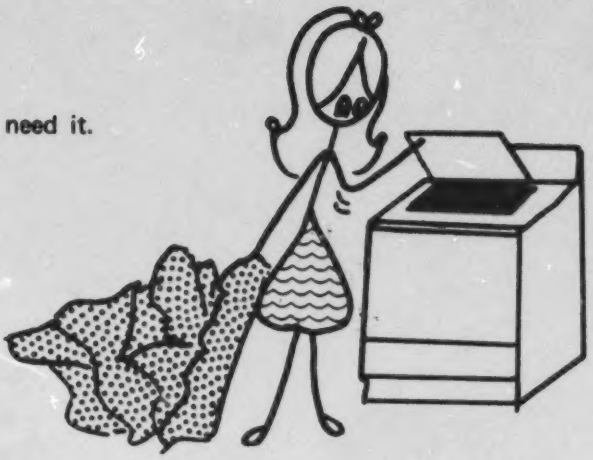
Put things that are not used very often in plastic bags.



Use paper towels for wiping up spills or broken glass. Peel vegetables on paper towel and throw it away.

Put aluminum foil under pie pans and casseroles. If the food boils over when cooking, the food goes on the foil. The oven stays clean.

Wash kitchen curtains when they need it.



Do not cut things on the counter. Tiny scratches hold dirt. Always use a special cutting board.

Wax the floor to keep it shiny.
Waxed floors are easier to keep clean.

ASSIGNMENT

Lesson 6, Unit II

1. Dishes should be washed after _____ or put in the dishwasher.

2. If food is burned on a pan, put _____ in it to soak.

3. Pick up broken glass with a wet _____ .

4. Never put _____ on the counter.

5. Never soak anything made of _____ .

6. Close _____ and _____ as soon as you open them.

7. Use _____ and water for soaking plastic things and washing the refrigerator.

8. Use _____ to put out small fires.

9. Cover things that are not used very often with _____ .

10. Put _____ under pie pans and casseroles in the oven.

UNIT II – CARE OF THE HOME

Lesson 7: **Care of Small Electrical Appliances**

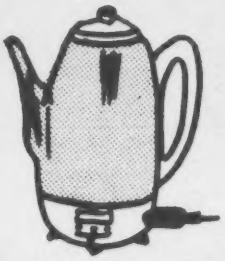
Objective: You will know how to take care of small electrical appliances.

Vocabulary: appliance
immersible

Information :

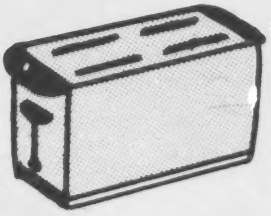
Many people have small electrical appliances:

MIXER

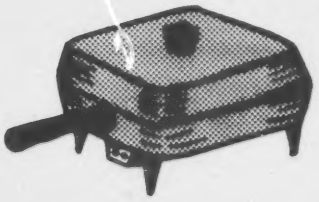


COFFEE MAKER

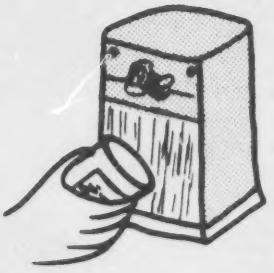
BLENDER



TOASTER



FRYING PAN



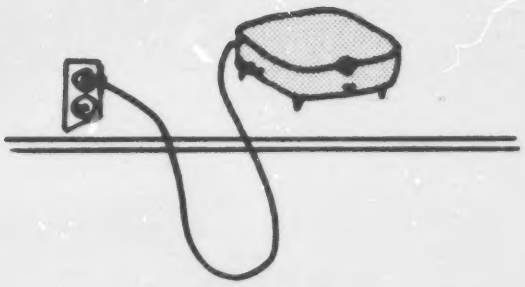
CAN OPENER

GRIDDLE

83

Many times people keep the appliances sitting on the counters. The appliances look nice and make cooking easier. They need to be taken care of. You must do something to keep them pretty and working fine.

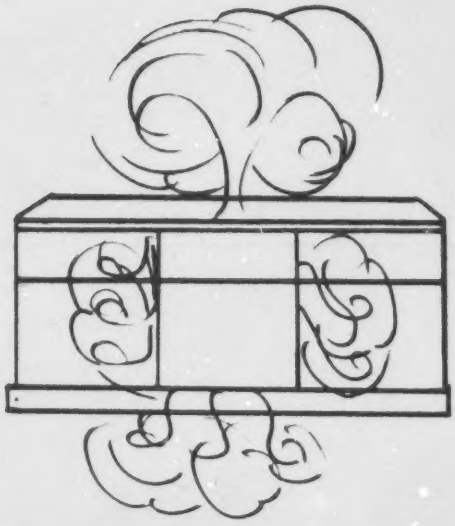
Unplug the equipment when you are not using it.



Be sure the cord is not hanging down over the counter.

Wait for the appliance to cool before cleaning it.

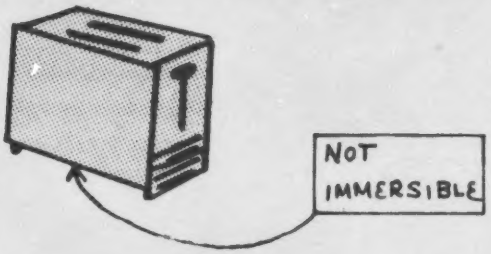
Never put the appliance away dirty.

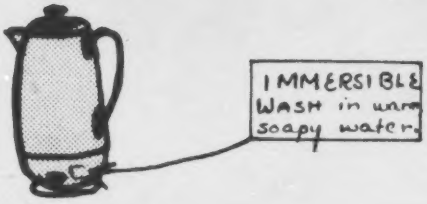


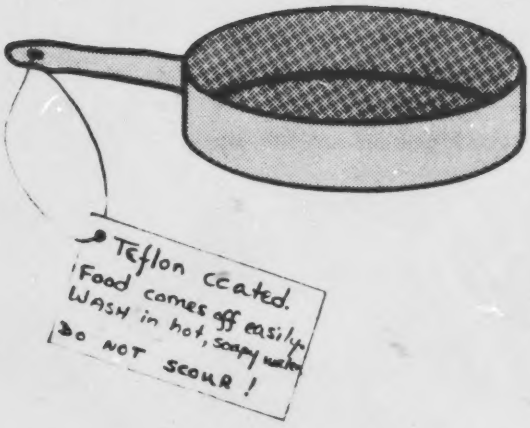
Never put the appliance away when it is is warm.

Read and understand the book that comes with the appliance.

Some equipment must not be put into water. Know which appliances must not be put into water. There will be a small sign that says "NOT IMMERSIBLE" – meaning must not be put into water. Or a place will say "IMMERSIBLE" – meaning can go in water.



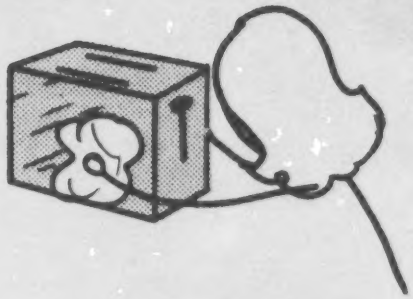


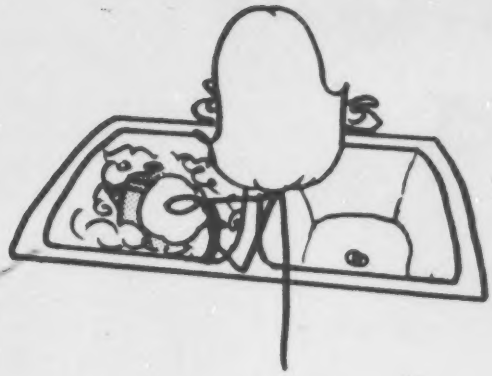


Do not scour teflon-coated pans. Teflon is a special coating that keeps food from sticking to the pan.

Do not use scouring powder or scouring pads on the outside of electrical appliances. These scratch easily.

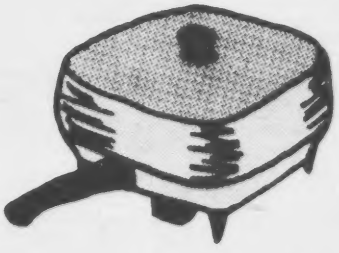
Wipe NOT IMMERSIBLE equipment with a wet, soapy cloth. Wipe it again with a clean wet cloth. Dry it. Do this each time you use the equipment.





Always wash immersible things after using them. Use warm, soapy water. Rinse the equipment with clean, warm water. Dry it after washing it.

If you do not dry the equipment after washing, the water makes spots on it.



Always keep the equipment dusted. Dust makes the equipment dirty and ugly looking.

ASSIGNMENT

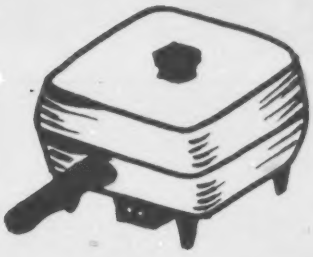
Lesson 7, Unit II

Name these electrical things.

1. _____

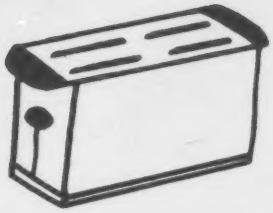
2. _____

3. _____



4. _____

5. _____



6. _____

7. _____

8. _____ the appliance when you are not using it.

9. Be sure the _____ is not hanging over the edge of the counter.

10. Never put the appliance away when it is _____ or _____.

11. "Immersible" means _____.

12. "Not immersible" means _____.

13. Do not use _____ or _____ on the appliance. These things scratch easily.

14. Always _____ the equipment to prevent water spots.

UNIT II – CARE OF THE HOME

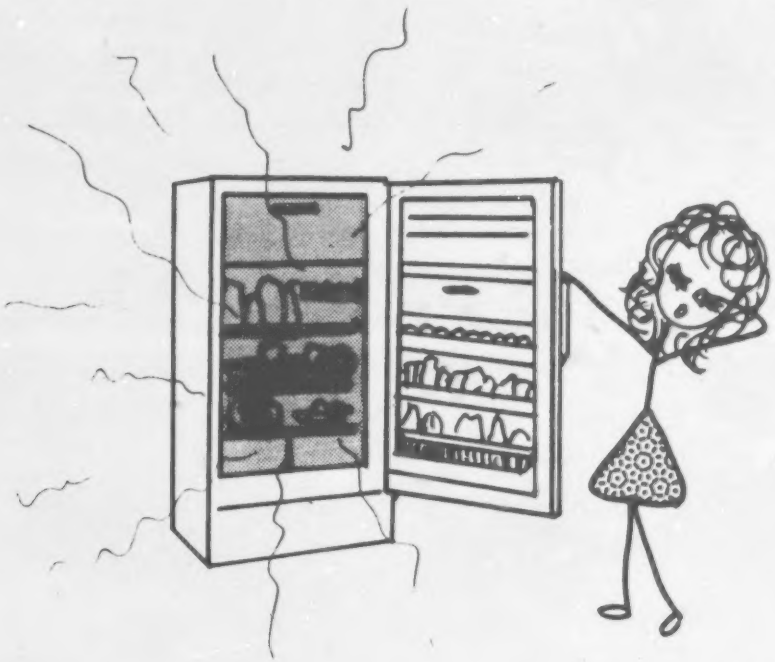
Lesson 8: **Care of the Refrigerator**

Objective: You will know how to take care of a refrigerator properly.

Vocabulary: container

Information:

If you do not clean the refrigerator, spilled food will start to spoil. Spoiled food smells terrible. Good food in the refrigerator will start to smell, too. This is wasting food. This also means that you are a poor housekeeper.



To take care of the refrigerator: Wipe up spills as soon as they happen. Spilled food grows germs. The food smells bad. It gets sticky.

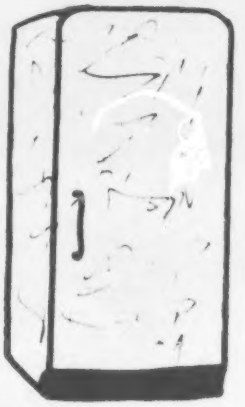
One time each week, look at the foods in the refrigerator. If any food has mold on it, smells bad, or looks bad – throw it away.

One time each month or when the refrigerator needs it, clean the refrigerator very well.

Turn off the refrigerator.
Work fast.
Take out the containers of food.
Wipe off every container.
Put baking soda in warm water.

Wipe out the inside of the refrigerator
with the baking soda and water.
Wipe off the shelves.
Wipe off the drawers too.

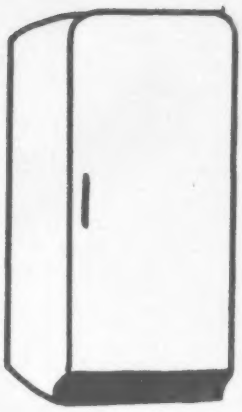
DO NOT USE SCOURING POWDER OR SCOURING PADS!
These can scratch the refrigerator and damage it.



Wash the door and the rubber around the door with the baking soda and water.

Dry inside the refrigerator with a clean dish towel.

Dry off the food containers. Put them back inside the refrigerator.



Turn the refrigerator back on. Shut the door.

Vacuum under the refrigerator. Vacuum the back of the refrigerator if you can reach it. Use the dusting tool to vacuum the back of the refrigerator.

ASSIGNMENT

Lesson 8, Unit II

1. Spilled food spoils and _____ bad.

2. One time each week look at the _____ in the refrigerator to see if any is spoiled.

3. Clean the refrigerator with _____ and warm _____ .

4. Do not use _____ _____ or _____ to clean the refrigerator.

5. _____ the refrigerator and food containers when you are finished.

6. Do not forget to _____ the refrigerator on when you are finished.

UNIT II – CARE OF THE HOME

Lesson 9: **Care of the Freezer**

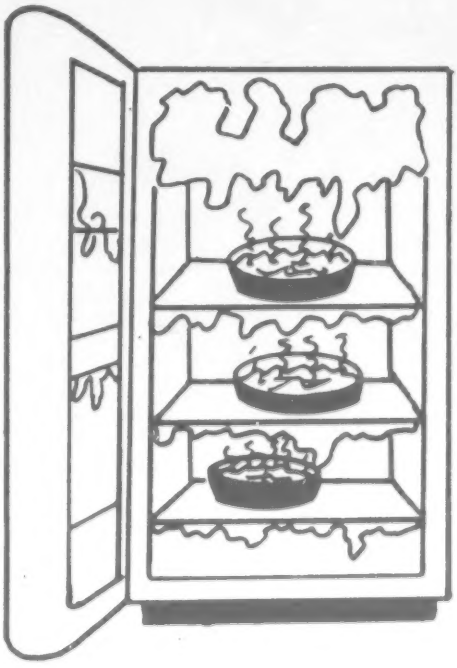
Objective: You will know what to do to take care of the freezer.

Vocabulary: defrost
carton
damage

Information:

Most freezers make ice on the inside. Some kinds of freezers make more ice than others. Sometimes food spills in freezers too. When the ice on the inside of the freezer is about 1/2 inch thick (⟷) it needs to be taken off.

Most refrigerators have freezer spaces. The freezer spaces are defrosted in the same way as the freezer shown in this lesson.



Take all the food out of the freezer. Wrap the food in a few pieces of newspaper.

You may use cardboard cartons to hold the food. Cover the box with newspaper to keep the food cold.

Turn off the freezer and pull out the plug. Put pans of hot water in the freezer.

When the water gets cold, throw it away. Put more hot water in the pans. Put the pans back in the freezer. Do this until all the ice falls off.

Pick up the pieces of ice and wipe up the water if the freezer does not get rid of it.

Do not hit the ice. Do not try to take the ice off. It *must melt off.* If you try to take the ice off, you can damage the freezer.

Mix baking soda and warm water in a dish or pot. Wash the inside of the freezer.

Dry the freezer. Use a clean towel.

Put all the food back in the freezer.
If the food is wet, wipe it dry too.
Then close the door.
Plug in the freezer.
Turn it on.

ASSIGNMENT

Lesson 9, Unit II

1. Wrap the food from the freezer in _____.

2. Put pans of _____ in the freezer to melt the ice.

3. Do not _____ the ice. The ice must _____ off.

4. When all the ice is melted, wash the freezer with _____ and _____ water.

5. _____ the freezer when you are finished.

6. When all the food is back in the freezer, _____ it on.

UNIT II – CARE OF THE HOME

Lesson 10: **Care of the Stove and Oven**

Objective: You will know how to clean the oven and stove.

Vocabulary:

Information:

Stoves and ovens need to be cleaned often. If you permit ovens and stoves to get very dirty, they are very hard to clean.

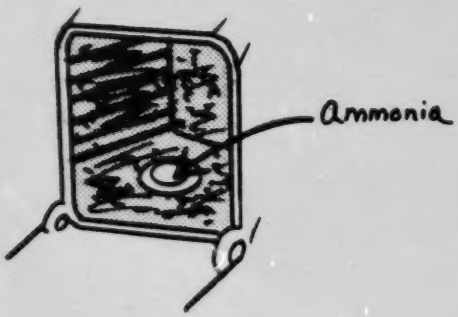
Every day you should wipe the stove and oven with a soapy cloth. Be sure the burners are cold.

Wipe any spills off fast. Use a soapy dishcloth, sponge, or paper towel.

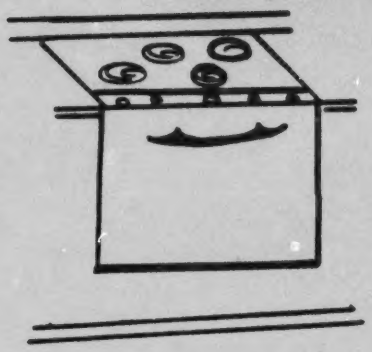
Every few days, wash the metal dishes under the burners. Use hot water with detergent in it. Or carefully cover the metal dishes with aluminum foil. When it gets dirty, take it off. Throw the foil away. Put new foil back on the dishes.

Wipe off the metal around the burner. Use detergent, water and a sponge. Do not use scouring pads or scouring powder. These scratch and damage the metal.

When the oven gets dirty, put a saucer of ammonia on the bottom of the oven. *Be sure the oven is cold!*

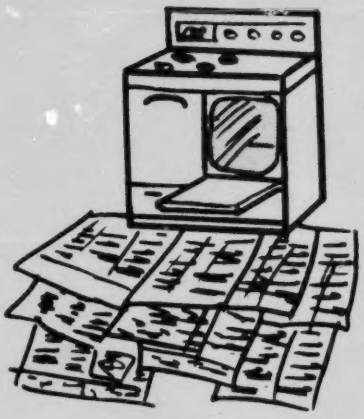


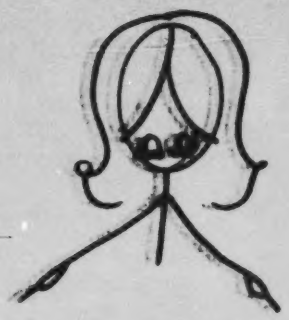
Close the oven door. Leave the saucer of ammonia in the oven overnight.



In the morning, use a scouring pad and water. Scrub the oven.

If you use a special oven cleaner, *read the directions carefully!* Put newspaper on the floor in front of the oven door. Wear rubber gloves. If you do not understand the directions, do not use the cleaner. Use ammonia or wait and ask someone to explain the directions.





ASSIGNMENT

Lesson 10, Unit II

1. Wipe off the oven and stove _____.

2. Wash the metal dishes _____ the burners with detergent and water.

3. You may put _____ on the metal dishes to keep them clean.

4. Wipe the metal _____ the burners with detergent and water.

5. Do not use _____ or _____ to clean the metal. These _____ easily.

6. If you use a special oven cleaner, _____ !

UNIT II – CARE OF THE HOME

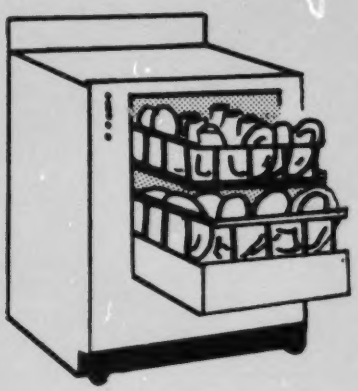
Lesson 11: **Washing Dishes**

Objective: You will know how to wash dishes the easiest and best way.

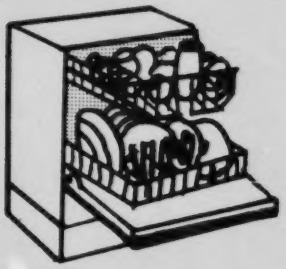
Vocabulary:

Information:

Many people today have electric dishwashers. Dishwashers are expensive. They must be used correctly. Use only electric-dishwasher detergent in them.



Dishwashers save time and make cleaning up easy after a meal. If you have an electric dishwasher, be sure you understand how to use it. If you do not understand, ask the repairman, or the man in the store to explain.

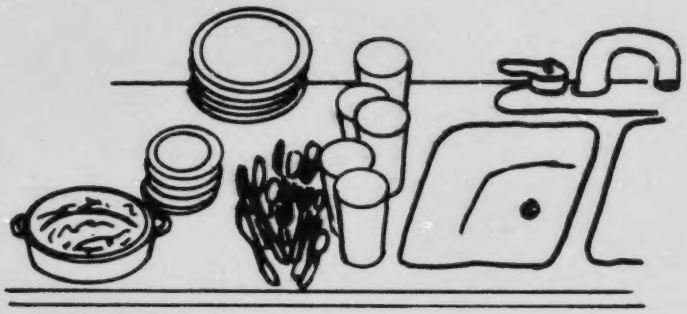


If you do not have an electric dishwasher, you must wash the dishes by hand.

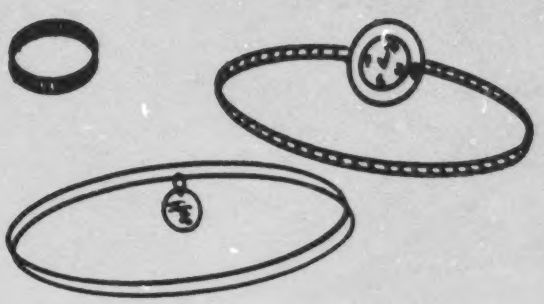
After the food is taken out of the pots and pans, fill the pans with water. Let them soak while you are eating.

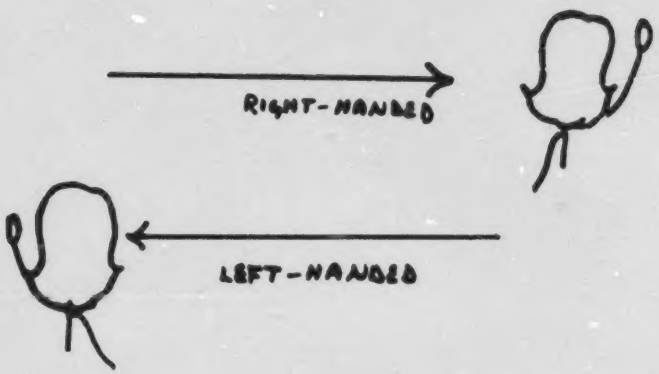
After eating, scrape the extra food off the plates. Wipe the grease off with a paper towel. You must do this with dishwashers too.

Pile the dishes on the side of the sink. Put each kind in a separate pile.



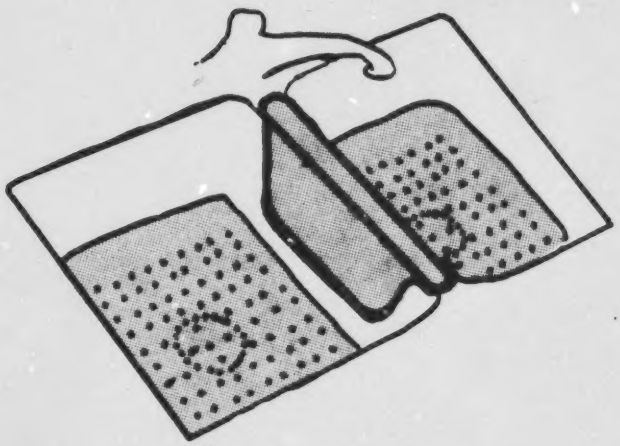
Take off your rings, bracelets, and watches.



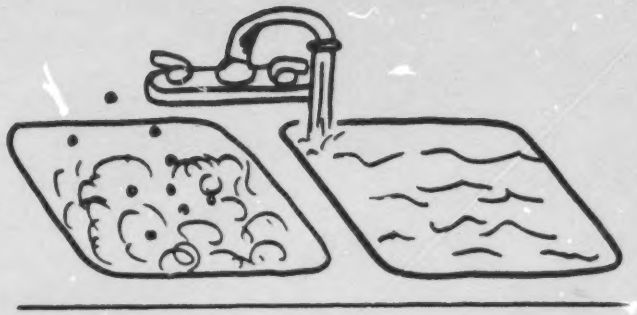


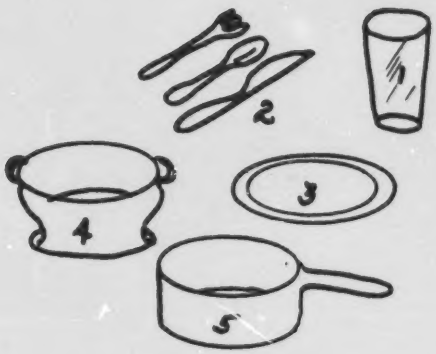
Work from left to right when doing the dishes. If you are left-handed, work from right to left.

Put a rubber sink mat in the bottom of each sink. Or use two plastic dishpans. These will help prevent the dishes from breaking.



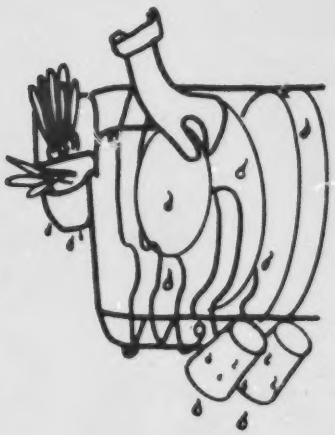
Put detergent and hot water in the first sink or dishpan. Put clean hot water in the second sink or dishpan.



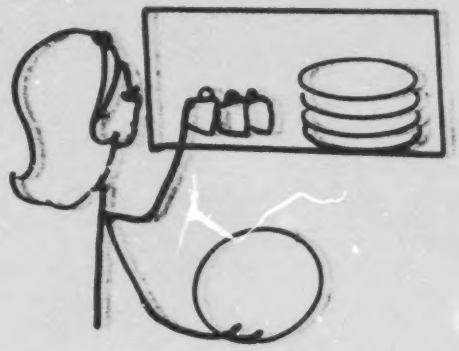


Wash the glasses first.
Then forks, knives, spoons.
Third, wash dishes that were used for eating.
Fourth, wash serving dishes.
Fifth, wash pots and pans.

Put the dishes upside down in a dish drainer or on a clean dishtowel on the counter.

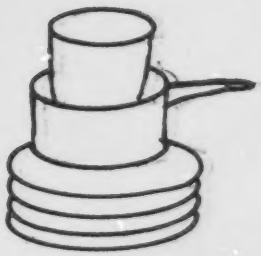


Be sure the dishes are dry before you put them away.



Do not pile glasses inside each other. They may get stuck and break.

Do not put pans and pots on top of plates. The plates may break.



ASSIGNMENT

Lesson 11, Unit II

1. Electric dishwashers are _____ and must be used correctly.

2. Use only electric-dishwasher_____ in them.

3. After eating, scrape the extra _____off the plates.

4. Wipe the grease off the plates with a _____ .

5. Take off your _____, _____ and _____ before washing the dishes.

6. Put a rubber sink _____ in the bottom of each sink, or use two plastic _____ .

7. List the order of washing dishes:
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

8. Do not pile _____ inside each other.

9. Do not put dishes away _____.

10. Do not put _____ on top of plates. The plates may break.

UNIT II – CARE OF THE HOME

Lesson 12: Care of the Living Room

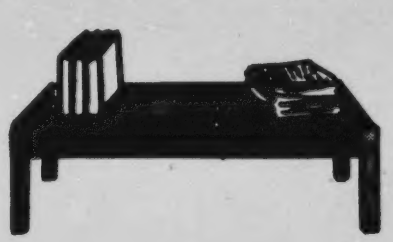
Objective: You will know how to clean and take care of the living room.

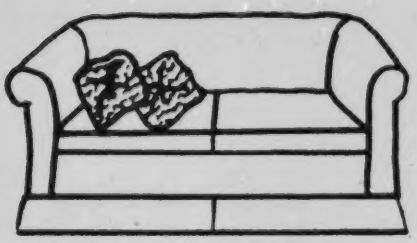
Vocabulary: shampoo

Information:

When people have company, they usually visit in the living room. Because this room is used for visiting, it needs to be neat.

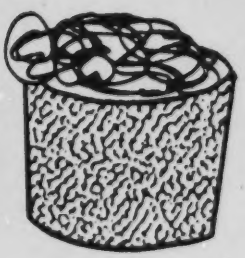
Always put the magazines and papers in a neat pile after using them.





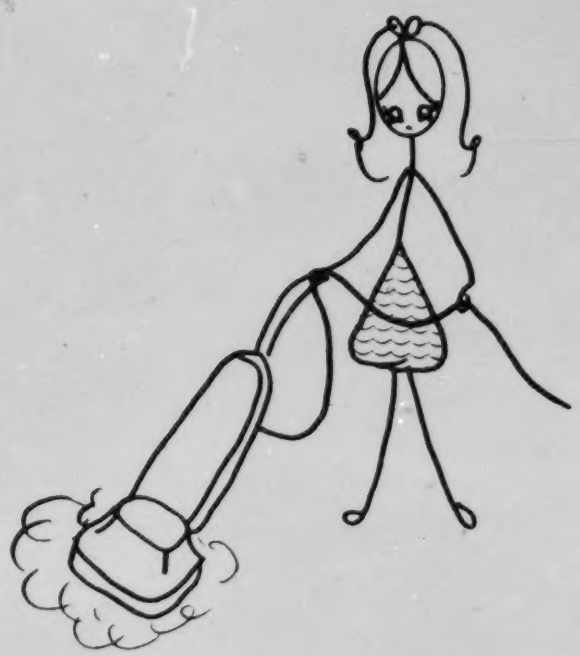
Fix the pillows on the couch and chairs each night before you go to bed.

Empty the ashtrays and wastebaskets or they will smell bad. Do not put hot ashes in the wastebasket.



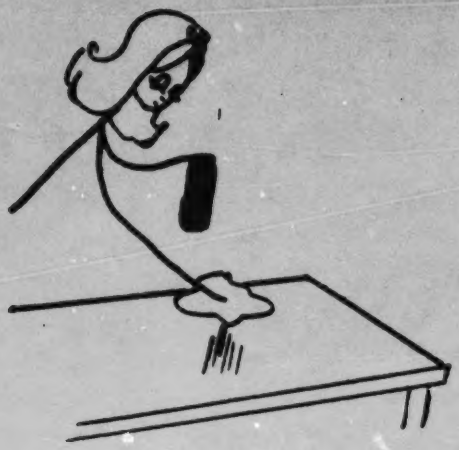
Always dust before you vacuum. Remember to dust *under* the things on the tables.

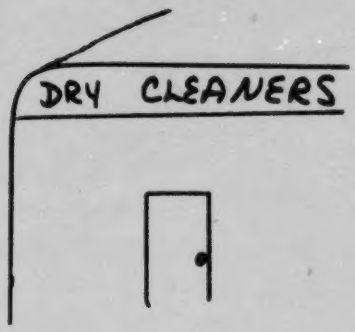
Vacuum each week.



Shampoo the carpet when it starts looking dull or dirty. (Lesson 18).

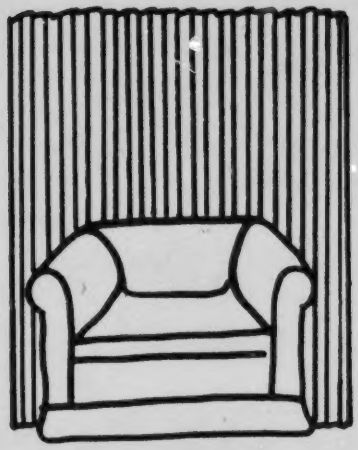
Polish the furniture.

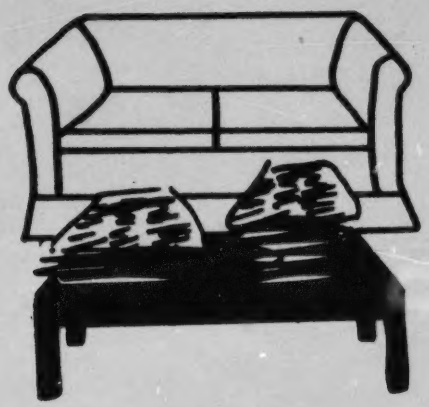




Wash the draperies or have them dry-cleaned about two times a year.

Close the shades or draperies where the sun shines on the upholstery. The sun will take the color out of the material and make the material weak.



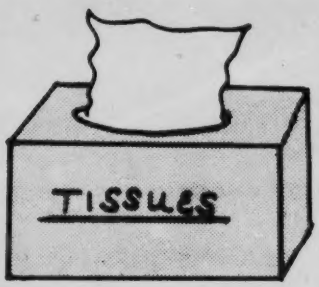


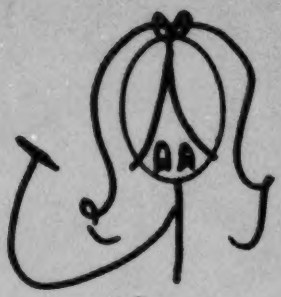
Throw away old magazines and newspapers. Too many of these make the room look sloppy.

Never put cups or glasses on a wood table or chair without a coaster. Wet glasses make marks on wood. These marks will not come off.

Dust the walls with the dusting tool of the vacuum. Do this each time you vacuum.

Keep a box of tissues in the living room. If something spills or someone needs them, the tissues are there.





ASSIGNMENT: Matching

Lesson 12, Unit II

1. Put magazines in _____	A. the dusting tool of the vacuum
2. Pillows are _____	B. each week
3. Empty _____	C. glasses on a wood table
4. Dust _____	D. ashtrays and wastebaskets
5. Vacuum the floor _____	E. before you vacuum
6. Shampoo _____	F. the carpet
7. Polish _____	G. marks on wood
8. Dry-clean _____	H. on the couch
9. Sun _____	I. takes the color out of upholstery
10. Throw away _____	J. a neat pile
11. Never put _____	K. furniture
12. Always use _____	L. draperies
13. Dust walls with _____	M. coasters under glasses
14. Wet glasses make _____	N. old magazines

UNIT II – CARE OF THE HOME

Lesson 13: **Care of Furniture**

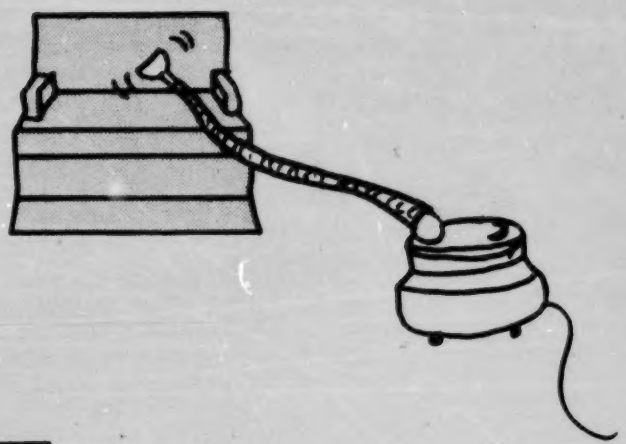
Objective: You will know how to take care of furniture.

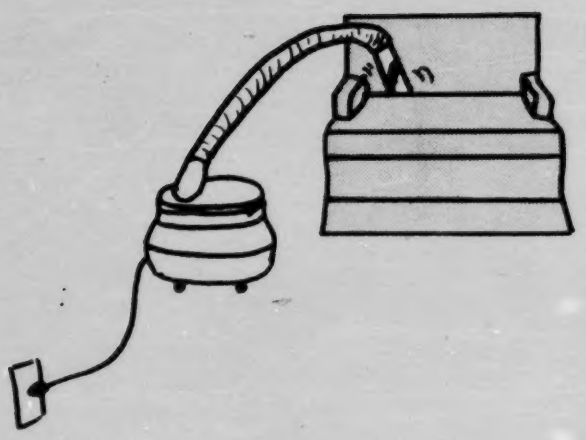
Vocabulary: slipcover

Information:

Furniture is very expensive. Because furniture is expensive we must be careful with it.

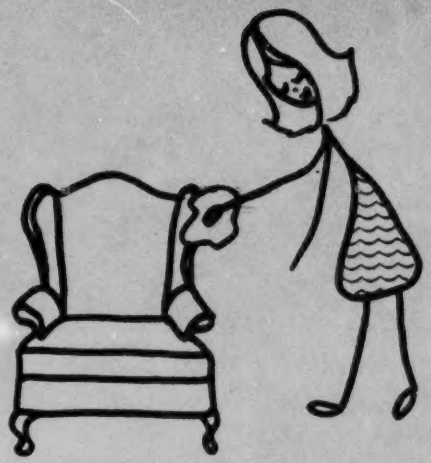
Vacuum the cushions one time each week.

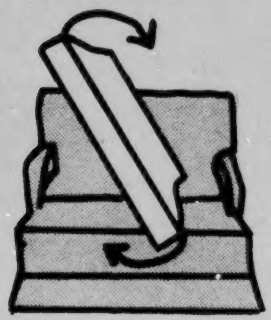




Use the crevice tool to clean between the seat and back and arms of the furniture.

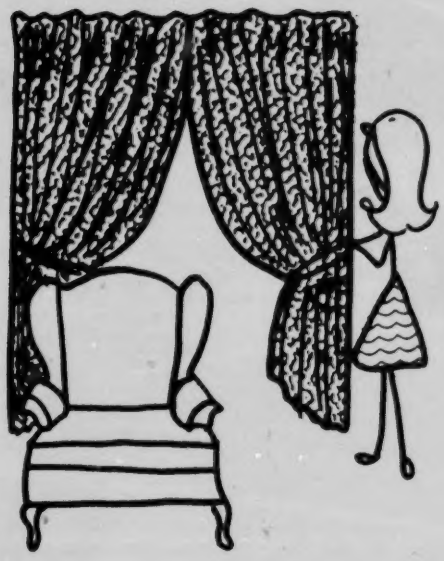
Dust the wood parts each week with a clean dust cloth. Or use the dusting tool on the vacuum cleaner. Always dust before vacuuming the floor.



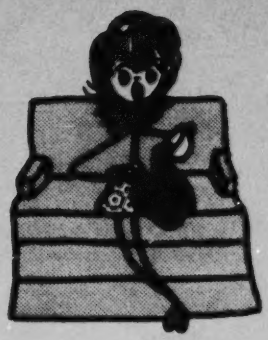


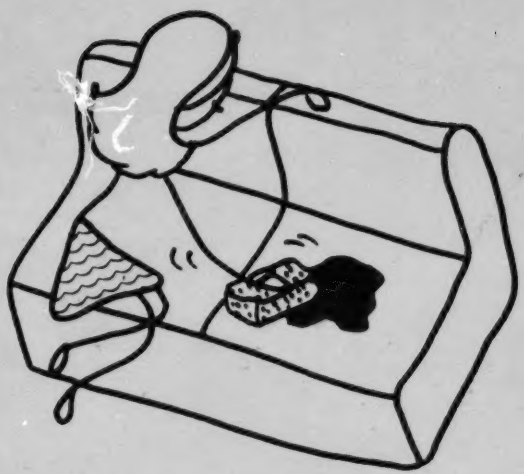
Turn the cushions over each time you vacuum.

Sun is damaging to upholstered furniture. Close the curtains or the shades to keep the sun off the furniture.



Be very careful. *Do not* spill anything on the furniture.

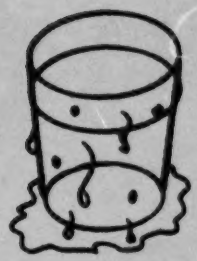




If something spills, wipe it up *fast.*

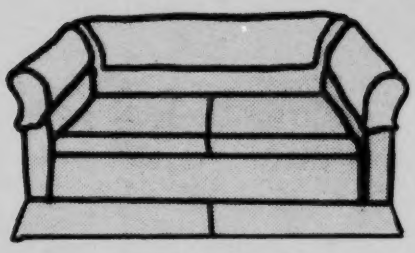
Always put coasters or placemats under cups and glasses.

Water from the cups and glasses makes marks on the wood. These water marks will not come off. They damage the furniture.



Never wash wooden furniture. You will damage the wood.

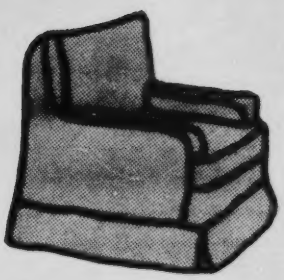
To help keep furniture clean, use pieces of material that are the same as the furniture itself. Put them on the arms and back. They are specially made.



Never put your feet on the furniture. Feet and shoes are dirty. They will make the furniture dirty too.

Do not jump on the furniture. This will break the springs inside the furniture.

Have slipcovers made for the chairs and couch. They cover the furniture and protect the upholstery material.



If slipcovers get dirty, take them off. They can be washed, dried, and put back on the furniture.

Every few weeks use a furniture polish. This makes the wood shine. It also helps protect the wood. Do not spray it on any cloth.

Do not permit pets to sleep on the furniture. Hair, dust, dirt, and maybe bugs from the animals get on the furniture. They also make the furniture smell.

ASSIGNMENT

Lesson 13, Unit II

1. Vacuum the cushions _____.

2. Use the _____ to vacuum between seat, back, and arms.

3. _____ the wooden parts of the furniture each week.

4. Turn the _____ of the furniture over each time you vacuum.

5. Keep the furniture out of the _____ .

6. If something spills on the furniture, wipe it up _____.

7. Always put _____ under glasses.

8. Never _____ wooden furniture.

9. Use _____ to keep the arms and back of the upholstery clean.

10. Do not put your _____ on the furniture or _____ on furniture.

11. _____ cover the whole piece of furniture and protect the upholstery.

12. Use furniture _____ to protect and shine the wood.

UNIT II – CARE OF THE HOME

Lesson 14: Care of Floors

Objective: You will know how to take care of different kinds of floors.

Vocabulary:

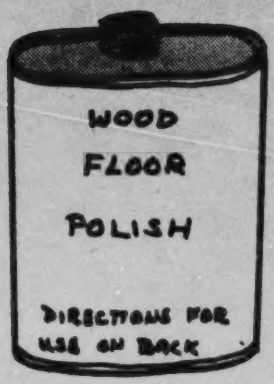
Information:

Any kind of floor needs to be kept clean. All floors need to be vacuumed often.

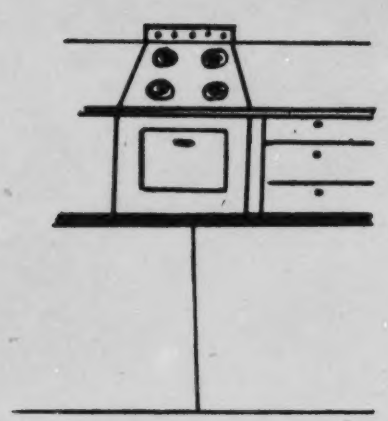
Never put water on wooden floors. Water leaves marks on the floor. The marks are hard to get off. The water can damage the floor.

If something is spilled on the floor, wipe it up *fast!*

Use only wax made for wood floors on wooden floors. Read the directions carefully. If it does not say "For wood floors," do not use it.

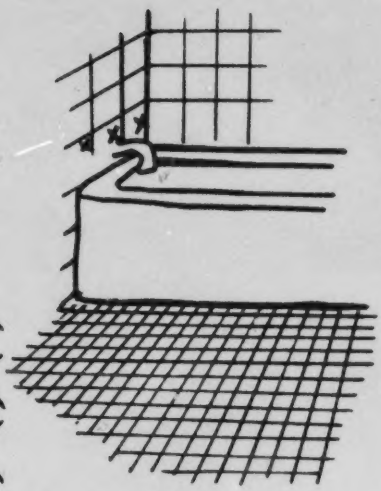


All three of these floors can be washed with water: Sheet, Tile, Ceramic tile. Use detergent in warm water. Use a sponge mop or a string mop.



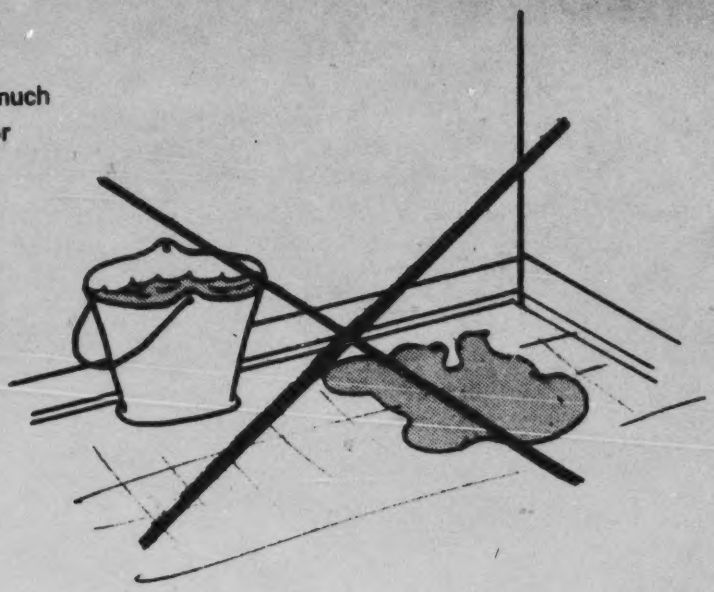
SHEET

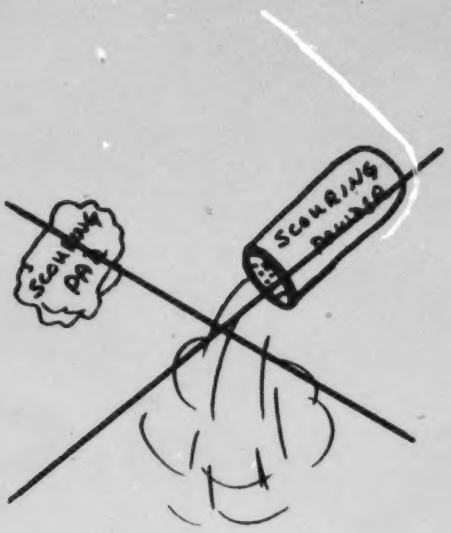
TILE



CERAMIC TILE
(Bathrooms)

Do not use a lot of water. Too much water will make the floor tiles or sheets come loose.

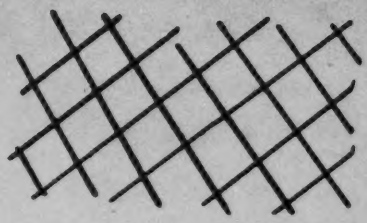




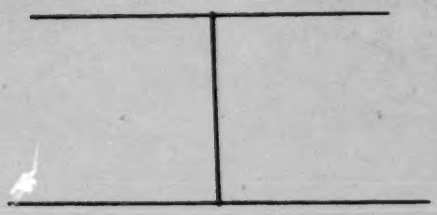
Never use things that can scratch the floor.

Put special furniture coasters under the legs of heavy furniture. This protects the floor. Furniture can make marks and dents in the floor.

Wax tile and sheet floors when they start looking dull. Every few months is fine. Using too much wax makes the floor look yellow.



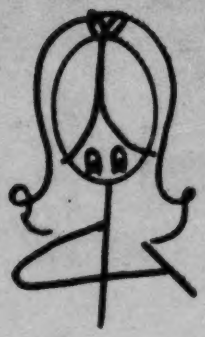
TILE



SHEET

This is how to wax a floor:

1. Vacuum or sweep it.
2. Mop with detergent and water.
3. Rinse with clean water.
4. Let the floor dry.
5. Wax the floor.
6. Let the floor dry again.



ASSIGNMENT

Lesson 14, Unit II

1. Never put water on _____ floors.

2. Water can _____ a wood floor.

3. _____ , _____ , and _____ floors can be washed with water and detergent.

4. Ceramic tile is usually found in the _____ .

5. Put special _____ under the legs of heavy furniture to protect the floor.

6. Always _____ or _____ the floor before mopping with detergent and water.

UNIT II – CARE OF THE HOME

Lesson 15: **How To Wax Floors**

Objective: You will know how to wax floors properly.

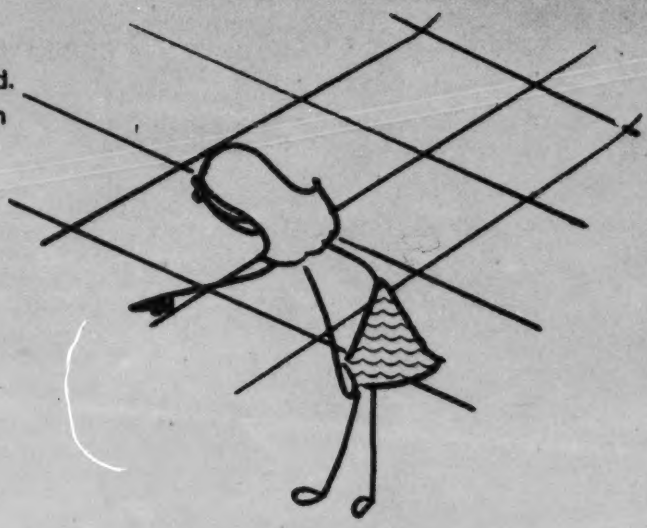
Vocabulary: applicator
movement

Information:

Always vacuum or sweep the floor before waxing.

After vacuuming or sweeping the floor, mop it with detergent in warm water. Use a sponge mop or a string mop. Rinse the floor with clean water when you are finished.

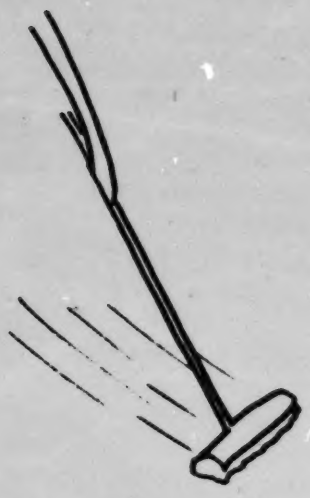
Let the floor dry when you are finished. The floor must be completely dry when you put on the wax.



If there is detergent under the wax, the wax will be slippery.

To put wax on a floor, use a wax applicator. Or keep a sponge mop to use for waxing only.

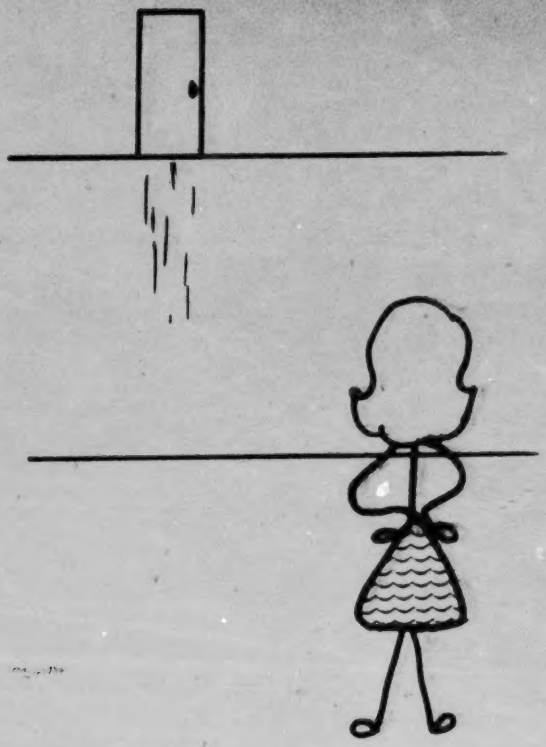
Pour a little puddle of wax on the floor.



Put your mop in the puddle. Spread the wax with long movements.

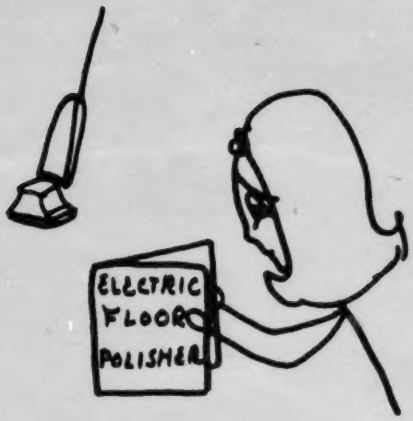
Do not push back and forth. This makes the wax full of bubbles. It will not dry correctly. It will be rough.

Keep pouring puddles and spreading them until all the floor is waxed. *Do not walk on the wet wax.* Do not use too much wax. Too much will be slippery.



Let the floor dry for about 30 minutes. Touch the floor with your finger to see if it is dry before walking on it.

If you have an electric floor polisher, *follow the directions for using the machine.*



ASSIGNMENT

Lesson 15, Unit II

1. _____ the floor after mopping it, to take off all the detergent.

2. The floor must be completely _____ before you put on the wax.

3. The wax will be _____ if there is detergent under it or if the floor was not dry.

4. Use a _____ for putting wax on the floor.

5. Pour a little _____ of wax.

6. Spread the wax with _____ movements.

7. Too much wax will make the floor _____.

8. Do not _____ on the floor until it is dry.

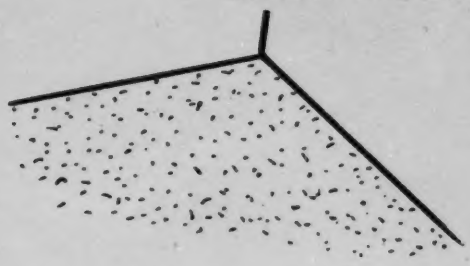
Lesson 16: **Care of Carpets and Rugs**

Objective: You will know how to take care of carpets and rugs.

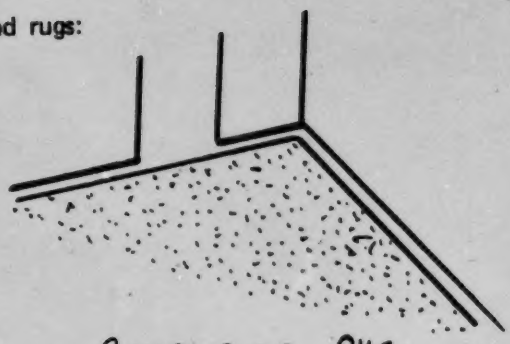
Vocabulary: stain

Information:

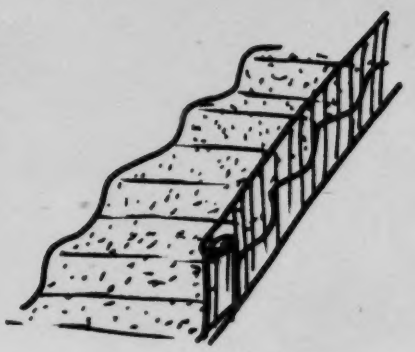
There are five groups of carpets and rugs:



WALL-TO-WALL CARPETING

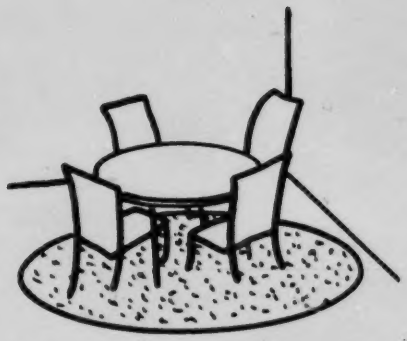


ROOM-SIZE RUG



STAIRWAY CARPET

SCATTER RUG



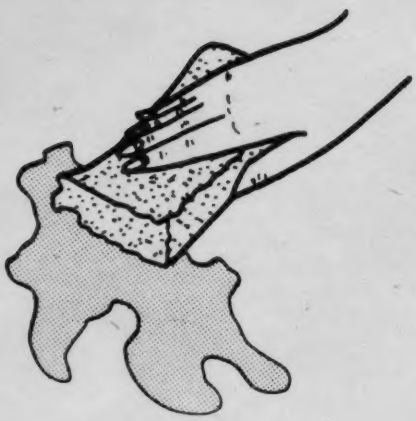
AREA RUG

All kinds of carpets and rugs need to be vacuumed each week. When you vacuum, you must do a good job. Dirt goes down through the carpet threads.

This is not good.

If the dirt is left in the carpet, it can cut the carpet threads. If many carpet threads are cut, the carpet is spoiled.

Sometimes accidents happen. We spill things. Dirt gets on the rug.

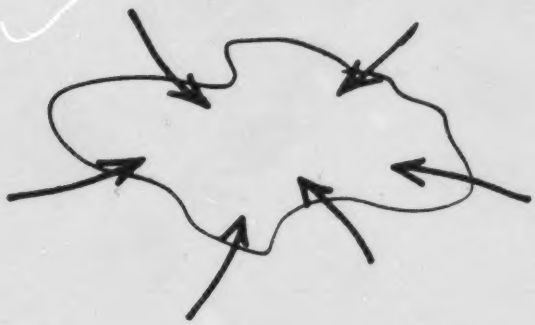


Spills need to be cleaned up fast.

Pick up lumps of dirt and throw them away.

If there is a stain, put a clean paper towel on the spot and push down. Do not rub.

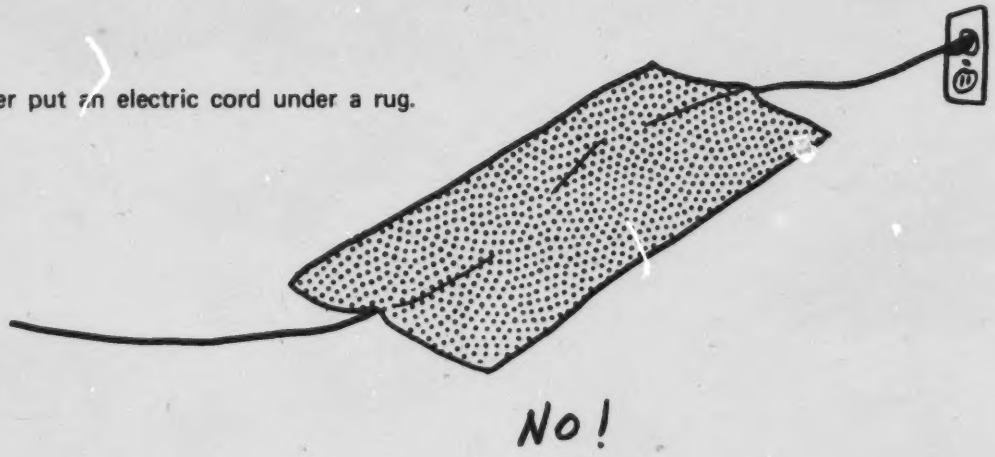
Put a cleaner on the spot. (See next lesson.) Work from the outside of the spot to the middle.



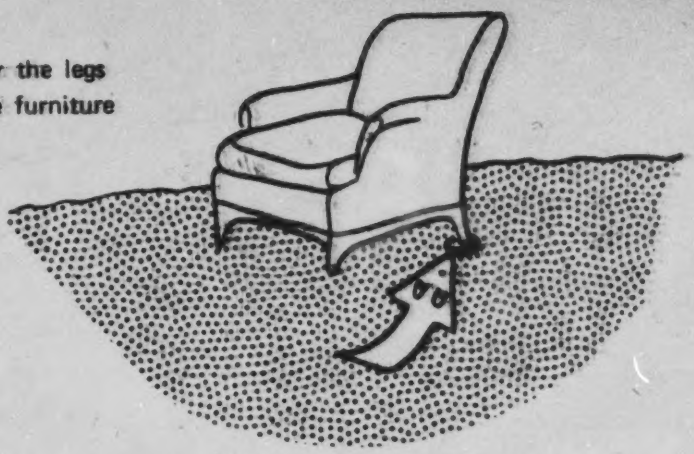
Do not get the rug too wet.

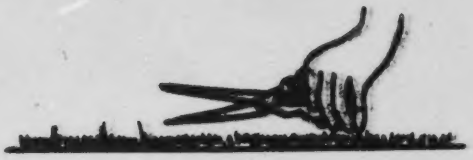
Hold a clean, dry paper towel down on the spot. When the spot is dry, vacuum the rug.

Never put an electric cord under a rug.



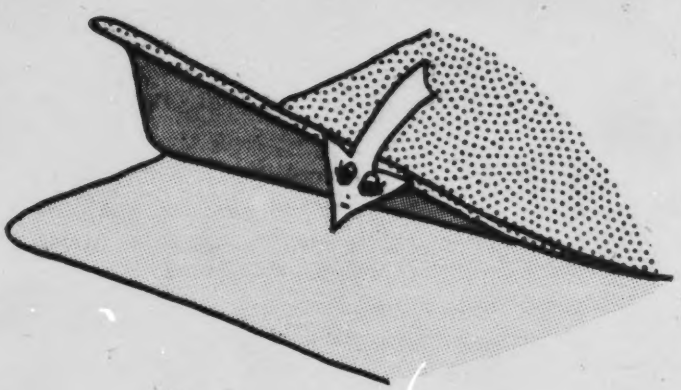
Put special furniture coasters under the legs of the furniture. These prevent the furniture from making holes in the carpet.





Never pull loose threads in the carpet. Cut the threads off even with the rest of the carpet.

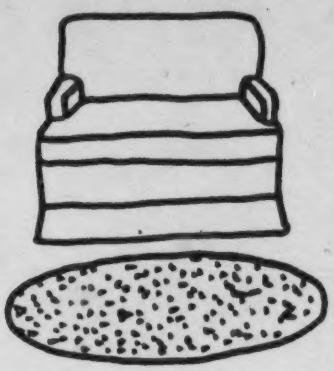
Use a special carpet pad under the carpet or rug. This prevents the carpet from getting too flat where people walk on it. The carpet lasts longer.



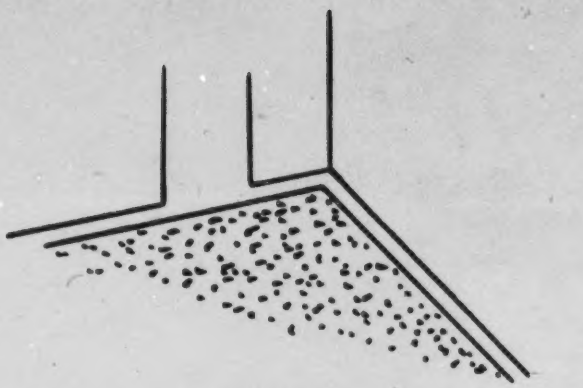
ASSIGNMENT

Lesson 16, Unit II

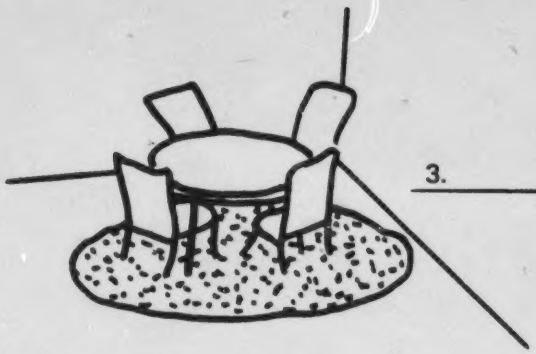
Name these rugs and carpets.



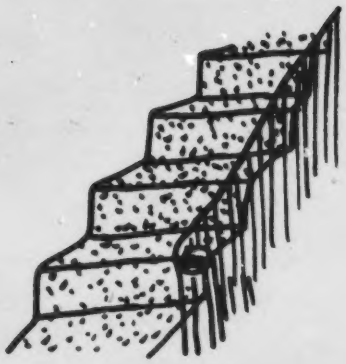
1. _____



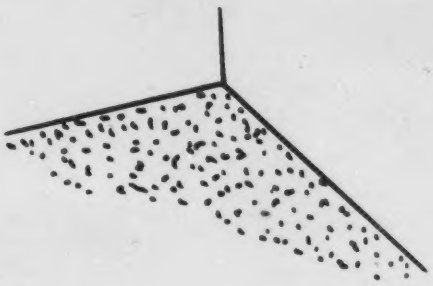
2. _____



3. _____



4. _____



5. _____

6. Vacuum rugs and carpets each _____ .

7. Spills need to be cleaned up _____.

8. If there is a stain on a rug, work from the _____ to the _____ of the spot.

9. Do not put _____ under the carpet or rug.

10. Use coasters under furniture legs to prevent _____ in the carpet.

11. Never _____ loose threads, always _____ them off.

12. A carpet _____ helps a carpet last longer.

UNIT II – CARE OF THE HOME

Lesson 17: Carpet Stain Removal Chart

Objective: You will learn fast ways to remove stains from carpets.

Vocabulary: cleaning fluid
fumes

Information:

Sometimes accidents happen and people spill things on the carpet. If you act fast, most things will not stain. It is a very good idea to keep a box of tissues in each room of the house. If something spills, you have something to wipe it up with fast.

Kind of Stain	What to do:
Mud	Let dry. Vacuum the dirt. If the dirt is not completely gone, push on the spot with a paper towel that is a little wet.
Shoe polish Furniture polish Chewing gum Make-up Grease (oil, butter) Tar	Pick up any extra with paper towel. Push on the spot with dry paper towel. Do not rub. You will spread the stain. Put special cleaning fluid on the spot. (You can get this in the store.) Follow the directions on the label. Do not use it near a fire. Do not use it in a closed room. The fumes can harm you.

Kind of Stain	What to do:
Fruit juice	Pick up anything that is on the carpet.
Candy	Push on the spot with clean, dry paper towel.
Soda, beer, alcohol	Put very little soapy water on the spot.
Tea and coffee	With a clean, wet paper towel push on the spot to take out the soapy water.
Egg	
Blood	Do this until the spot is gone.
Urine	Push on the spot with clean, dry paper towel.
Jello	Let the spot dry before walking on that place.
Glue	Remember, do not get the carpet too wet.
Ice cream	
Pudding	
Chocolate	
Mustard	

Lesson 18: **Shampooing Rugs and Carpets**

Objective: To learn how to shampoo carpets and rugs.

Vocabulary: foam

Information:

One time or more each year carpets need to be shampooed. Before shampooing the carpet, you should vacuum it. Do a very good job.

There are two kinds of rug shampooing that you can do:

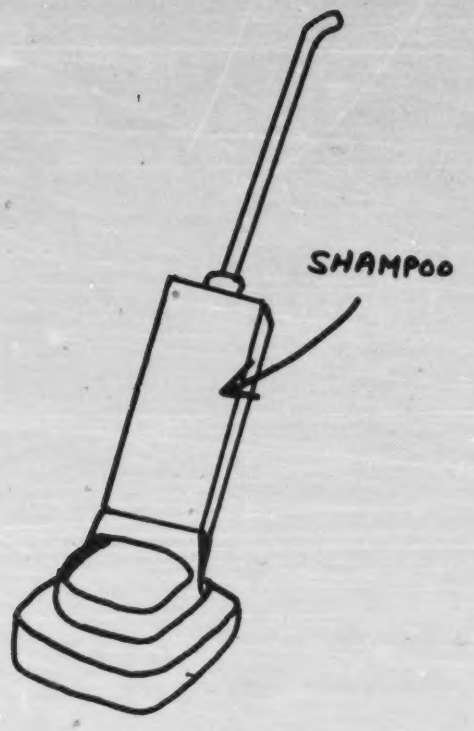
1. Use an electric rug shampooer.
2. Use a foam rug shampoo and a mop.

Using the electric rug shampooer:

Follow the directions that came with the machine.

Take all the furniture out of the room. Or you may put wax paper under the coasters and around the bottoms of the furniture.

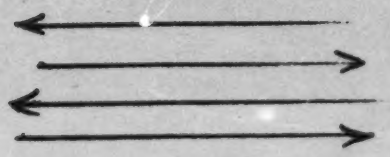
Buy a rug shampoo to be used with an electric rug shampooer. Mix the shampoo the way the directions say.

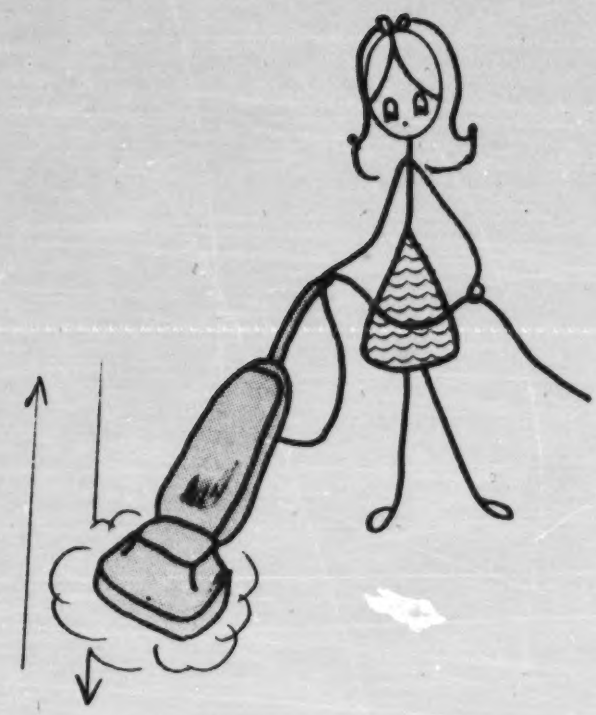


Put the shampoo in the holder on the machine.

Be very careful – DO NOT GET THE CARPET TOO WET!

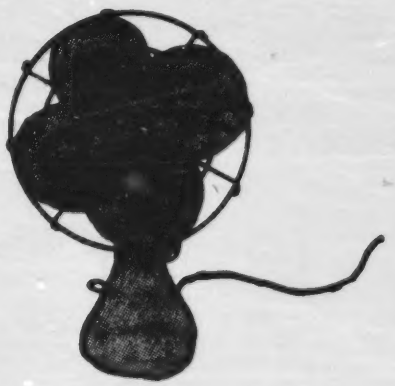
Turn the shampooer on. Go back and forth over the whole rug.





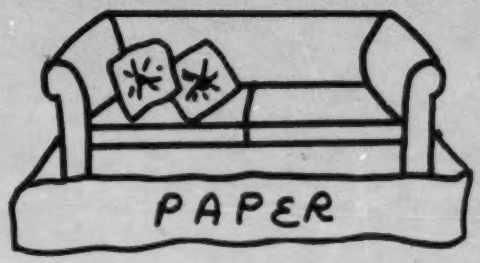
Then go back and forth over the rug in the other direction.

Put a fan so that it blows on the carpet, to dry it fast.



Using the foam rug shampoo:

Take the furniture off the rug or carpet. Or put wax paper under the legs and around the bottom of the furniture.



Vacuum the rug.

Spray a thin coat of foam on a small area of carpet.

Rub the place with a clean sponge mop.

Do this until all the carpet has been done.

When the carpet is dry – vacuum.
Put the furniture back where it was.

ASSIGNMENT

Lesson 18, Unit II

1. There are two ways of shampooing a rug, with an _____ or _____.

2. Put _____ under and around the furniture to protect it.

3. Always _____ the rug first.

4. Be careful, do not get the rug too _____.

5. Always follow _____ on the label of the cleaner.

Lesson 19: **Care of Walls and Woodwork**

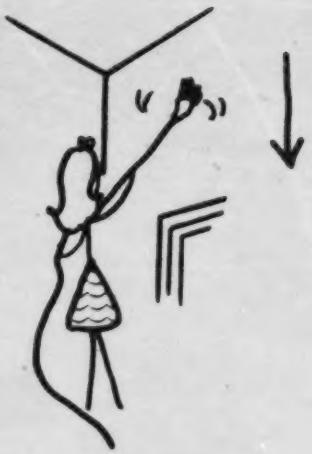
Objective: You will know how to clean walls and woodwork properly.

Vocabulary: cobweb
scrub

Information:

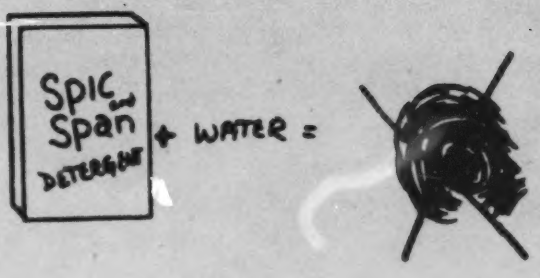
Walls get dusty the same as furniture and floors. Walls also get dirty from fingerprints, cooking, smoking, and dirt in the air.

About one time each month, dust walls from top to bottom. Use a cloth-covered broom or the dusting tool on the vacuum.



If there are cobwebs, vacuum up from the bottom. If you vacuum from the top, it makes dark lines on the walls.

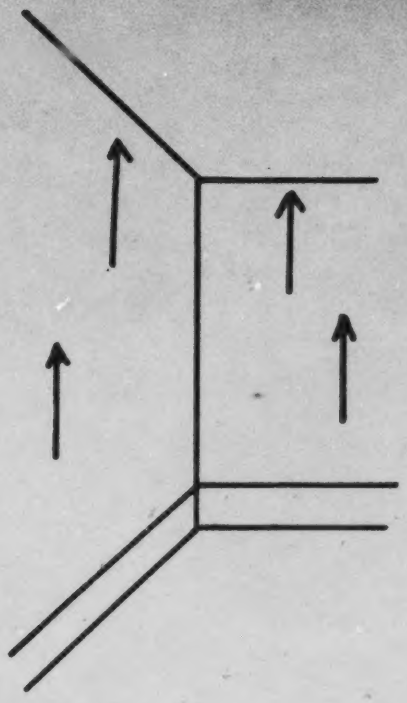
When you see fingermarks on the wall, wash them off. Use detergent and warm water.

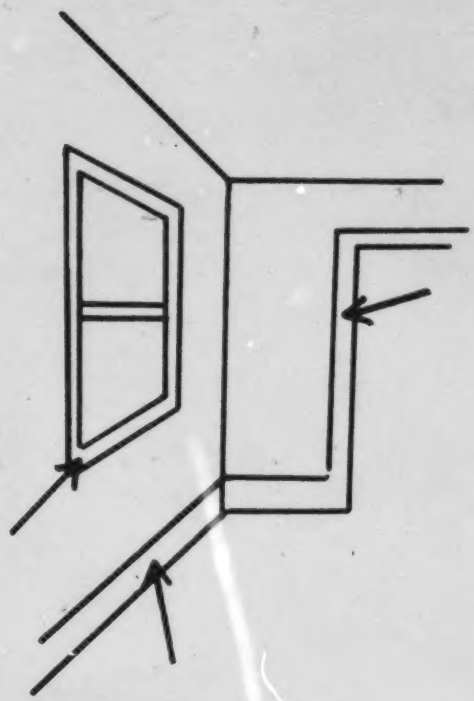


Squeeze the sponge almost dry. Rub the spot lightly. Rinse with clean water.

When the walls start looking dirty or about one time each year, wash them.

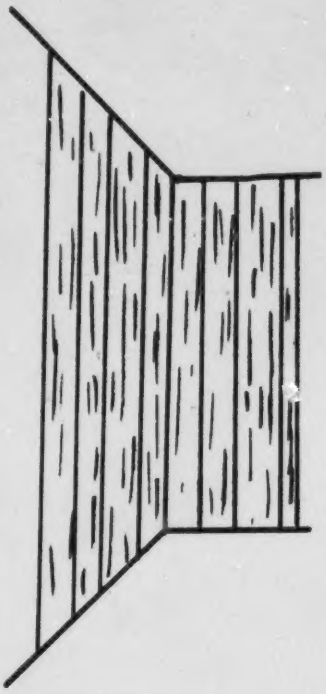
Wash the walls from bottom to top. Squeeze the sponge almost dry. Too much water can damage the paint. Washing from top to bottom can make dirty streaks on the wall that are hard to get off.





Wash woodwork, painted shelves, and painted doors with detergent-water. Rinse with clean water.

Use a wood cleaner on wood paneled walls, wood cabinets, and wood doors.



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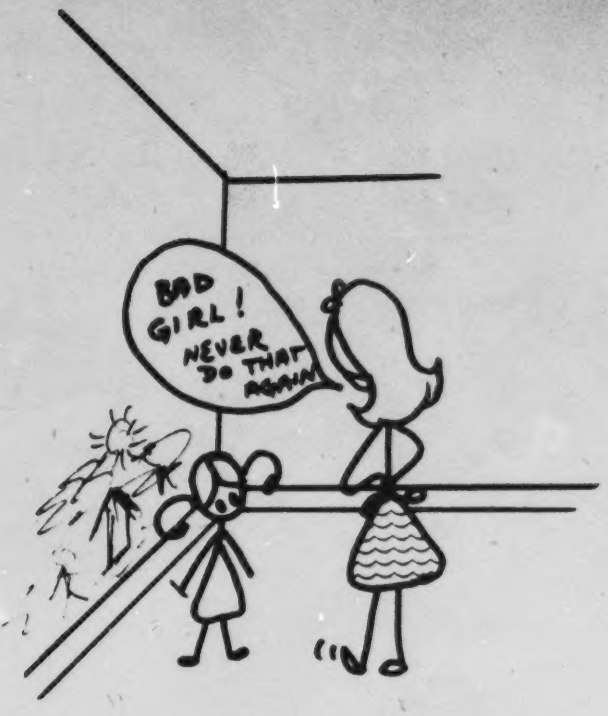
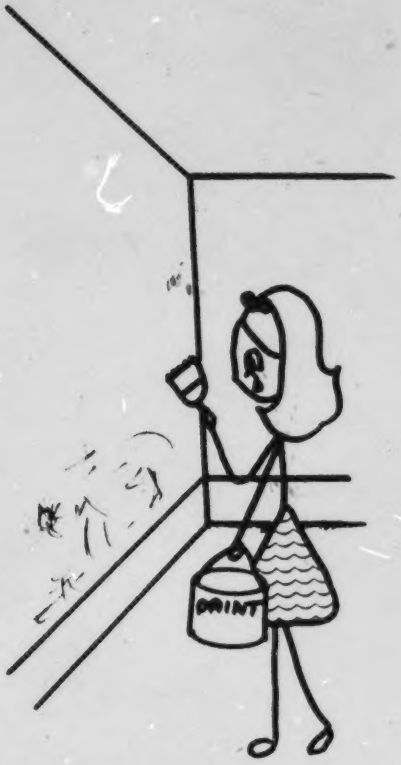
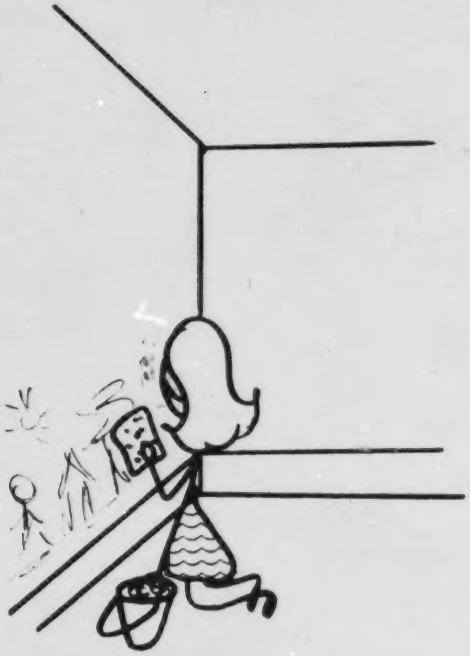
Do not permit children to write or draw on the walls. Give them a lot of paper, coloring books, a small chalkboard, and chalk.





Writing and crayon need to be scrubbed off the walls with detergent and water. Sometimes the whole wall needs to be painted again. This is expensive and hard to do.

Do not scrub wallpaper. Wash it carefully. Wash it the same way you wash painted walls.



ASSIGNMENT

Lesson 19, Unit II

1. About one time each month, _____ the walls.

2. Dust from _____ to _____ .

3. If there are cobwebs on the walls, dust from _____ to _____ .

4. Wash marks off the walls with _____ and water.

5. Be sure to squeeze most of the soapy water out of the _____ .

6. Wash walls from _____ to _____ .

7. Clean wood paneling with _____ .

8. Do not permit children to _____ on the walls.

UNIT II – CARE OF THE HOME

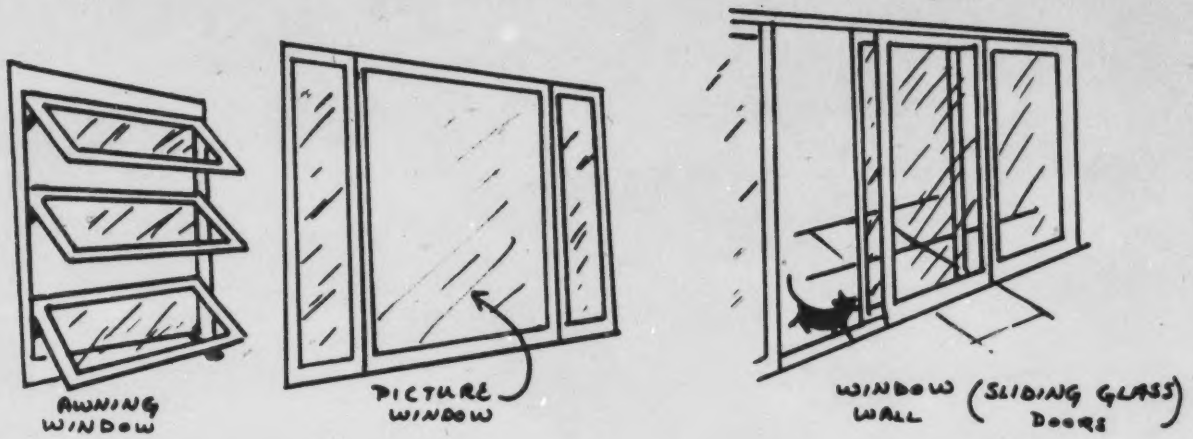
Lesson 20: Care of Windows

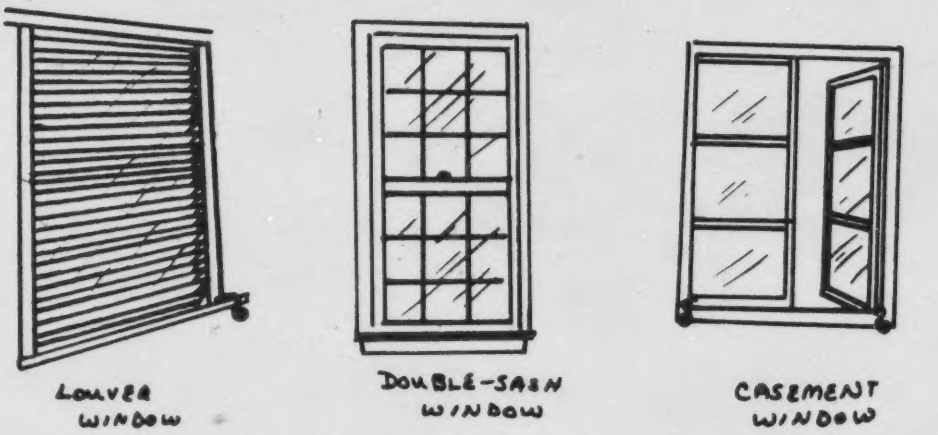
Objective: You will know how to clean windows.

Vocabulary:

Information:

There are many kinds of windows:





All windows get dirty. Dust, smoke, and greasy air from cooking make windows dirty. All windows and mirrors are cleaned the same way. Cleaning windows and mirrors can take a long time, but today there are many things to help.

Spray window cleaners are fast and easy.

Push back the curtains. Spray the cleaner on the glass.

Wipe the window clean with a dry paper towel or wrinkled newspaper.

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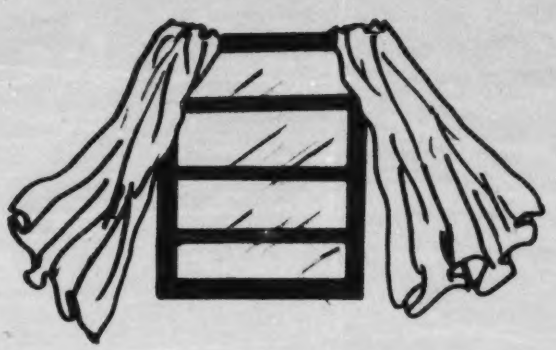
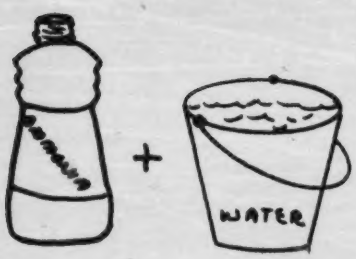
Cleaning windows with newspaper makes the windows very shiny.

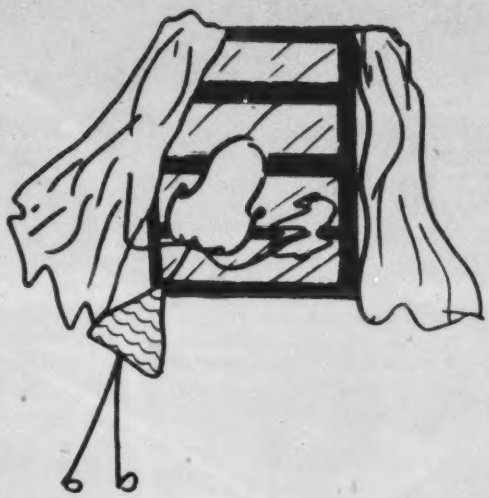


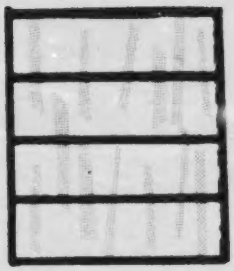


If you do not have spray window cleaner, use ammonia in water.

Wash the window with a sponge. Squeeze the sponge almost dry.

When the water gets dirty, throw it out.
Start again with clean water and ammonia.
Dry and shine the windows with newspaper.

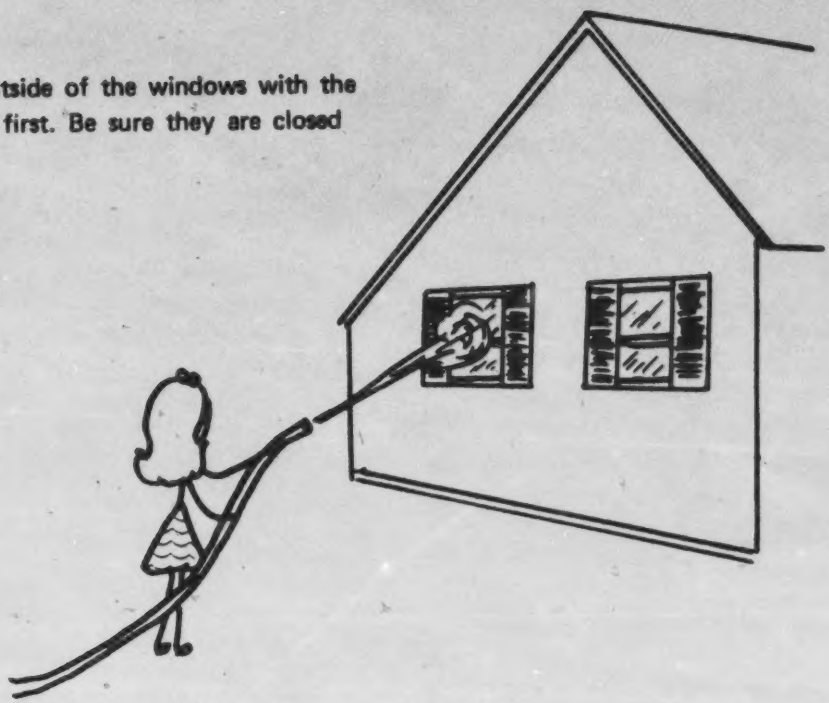


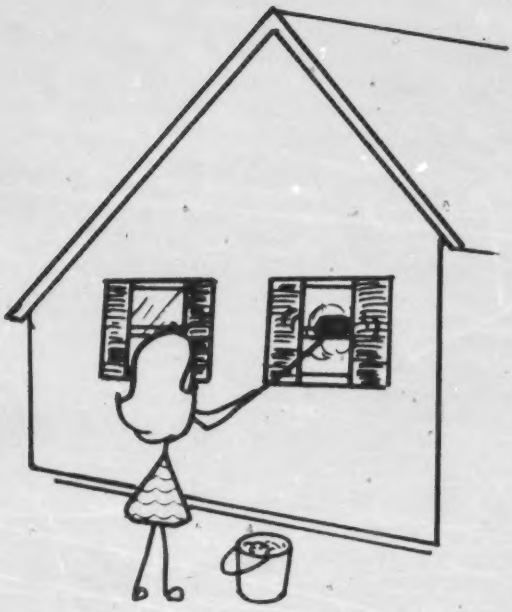


Do not wash windows when the sun shines on them. They dry too fast. When they dry too fast they look dull and have lines on them. Then they look ugly.

Do not sit on the window sill to wash the outsides of the windows.

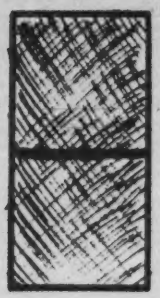
Wash the outside of the windows with the garden hose first. Be sure they are closed tight.





Use a long handled mop, ammonia, and water. Wash the windows. Then rinse them with the hose again.

Window screens get dirty too. Take them off the windows. Take them outside. If you put them in the bathtub, you can scratch the tub.



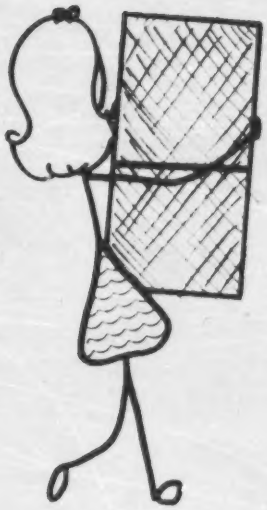
Wet the screens with the garden hose.

Use an old bathtub brush, ammonia, and water. Carefully scrub the screens.

Rinse the screens with the garden hose again.

Let the screens dry in the air.

When the screens are dry, put them back on the windows.



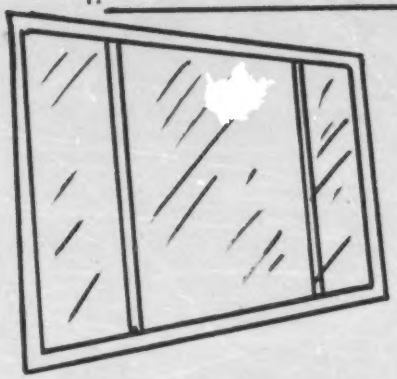
ASSIGNMENT:

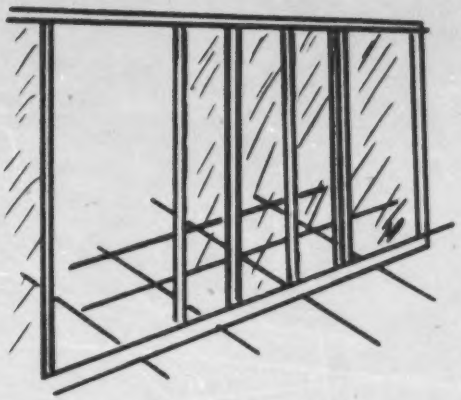
Lesson 20, Unit II

Name these windows.

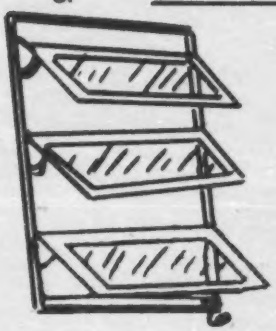
2. _____

1. _____

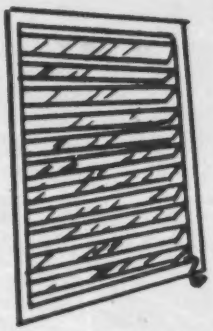


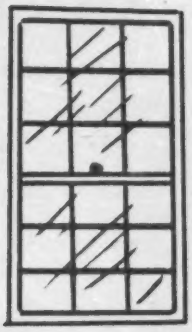


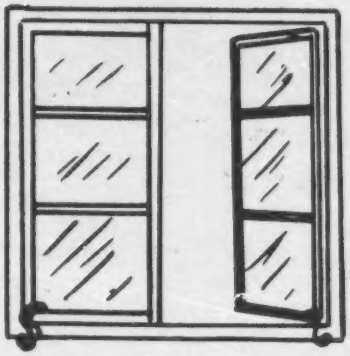
3. _____



4. _____







6. _____

5. _____

7. Clean windows with _____ or _____ in _____.

8. Dry and shine windows with a _____ or _____.

9. Do not wash windows when the _____ shines on them. The windows will _____ too fast.

10. Do not sit on the _____ to wash the outside of the windows.

11. Wash the outside of the windows with a _____ first.

12. Then use a long-handled _____.

13. Wash screens _____ and not in the bathtub.

UNIT II – CARE OF THE HOME

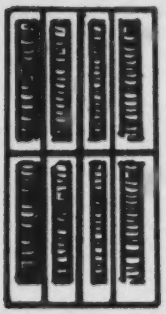
Lesson 21: **Care of Window Coverings**

Objective: You will learn how to take care of draperies, curtains, blinds, shades, and shutters.

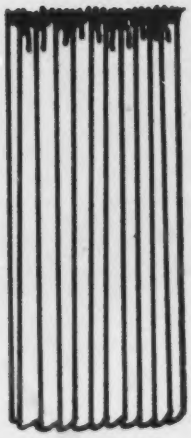
Vocabulary: wrinkles

Information:

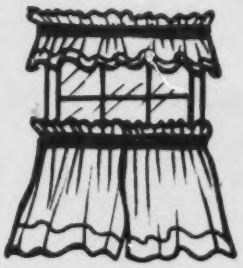
Everything in a home gets dirty and dusty. Dust and dirt are always in the air. Window coverings get dirty too. There are many different kinds of window coverings:



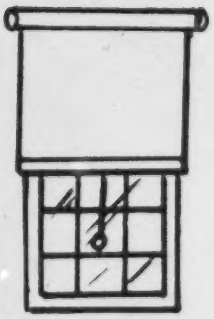
SHUTTERS



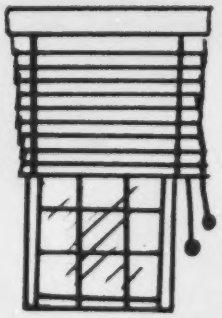
DRAPERY



CURTAIN

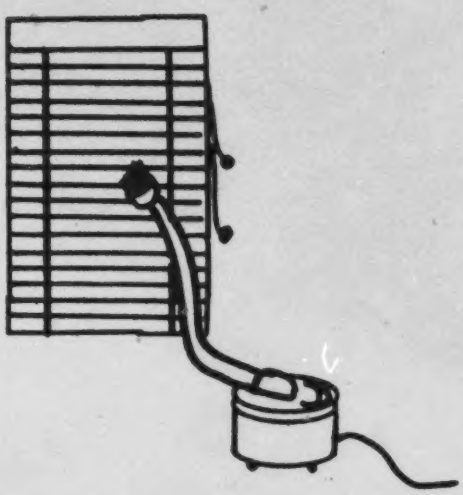


SHADE



BLIND

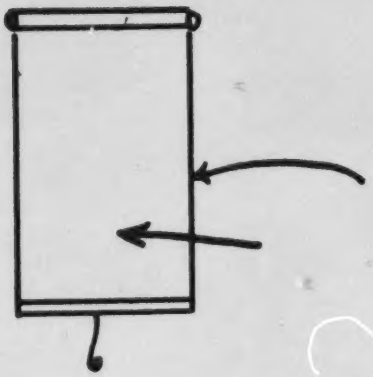
Vacuuming the window coverings will help keep them clean. Vacuum them about one time each month. Use the dusting tool for shades, blinds, and shutters. Use the upholstery tool for curtains and draperies.



Be sure the tools are clean before you use them. Dirty tools will make marks on the window coverings.

Wash window shades carefully. Take them off the window. Use warm, soapy water and a sponge. Squeeze the sponge almost dry.

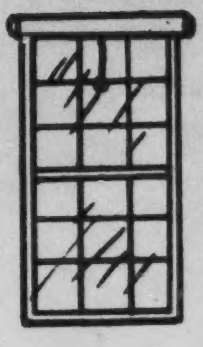
If you use too much water on shades you will spoil them.

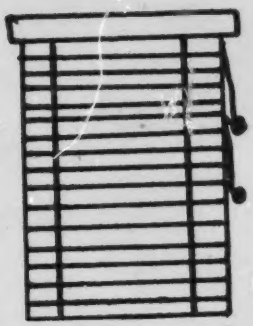


Wash both sides of the shades. Then rinse with clean, warm water.

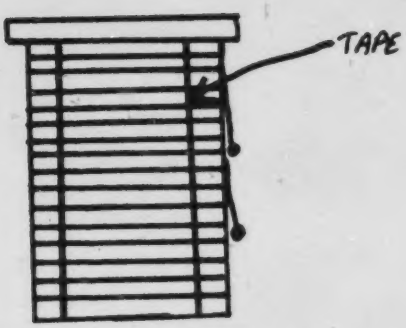
Let the shade hang straight until dry.

When the shade is almost dry, roll it up. This way the shade will dry without any wrinkles.



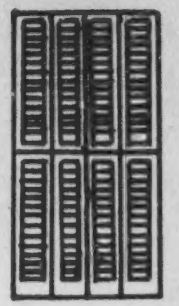


Wash both sides of blinds too. Use a soapy sponge. Wash one side first. Open the blind the other way. Wash that side. Rinse the blind on both sides.

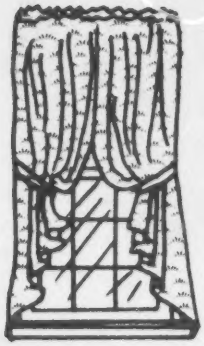


Be sure to wash the tapes on the blind too. Use soapy water. Wash. Rinse. Let the blind hang down until the cloth is dry.

Wash painted shutters with warm, soapy water and a sponge. Rinse. Wash wood shutters without paint with wood cleaner. Follow the directions.



Have big, lined draperies dry-cleaned.

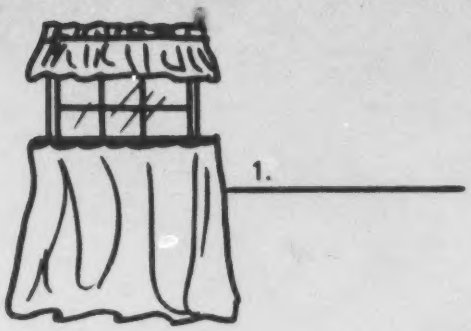


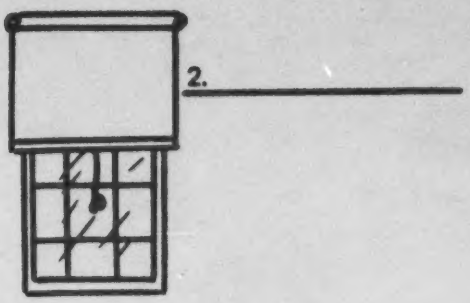
Wash curtains in the washing machine. Wash them the way you wash that special kind of material: cotton, linen, etc. (See Lesson 6, Unit 3, page 182).

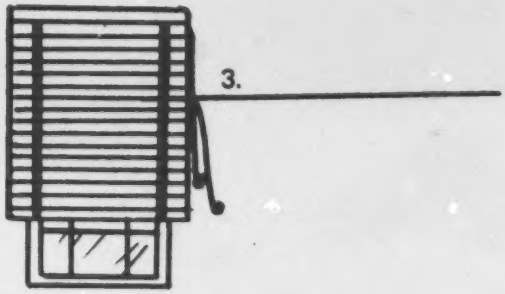
ASSIGNMENT

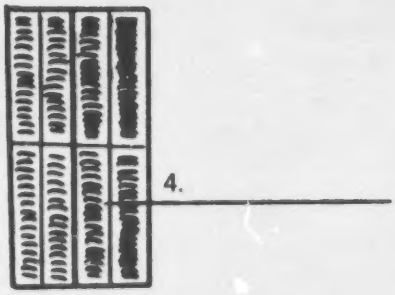
Lesson 21, Unit II

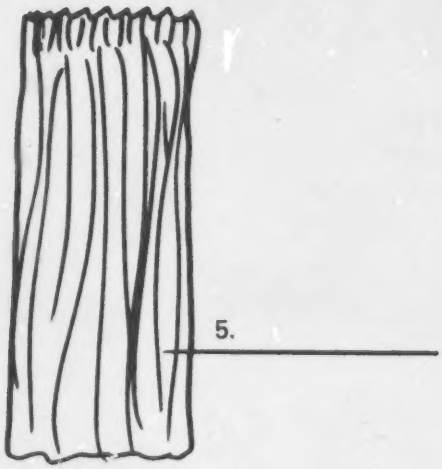
Name these window coverings.











6. Vacuum window coverings about _____ time each _____ .

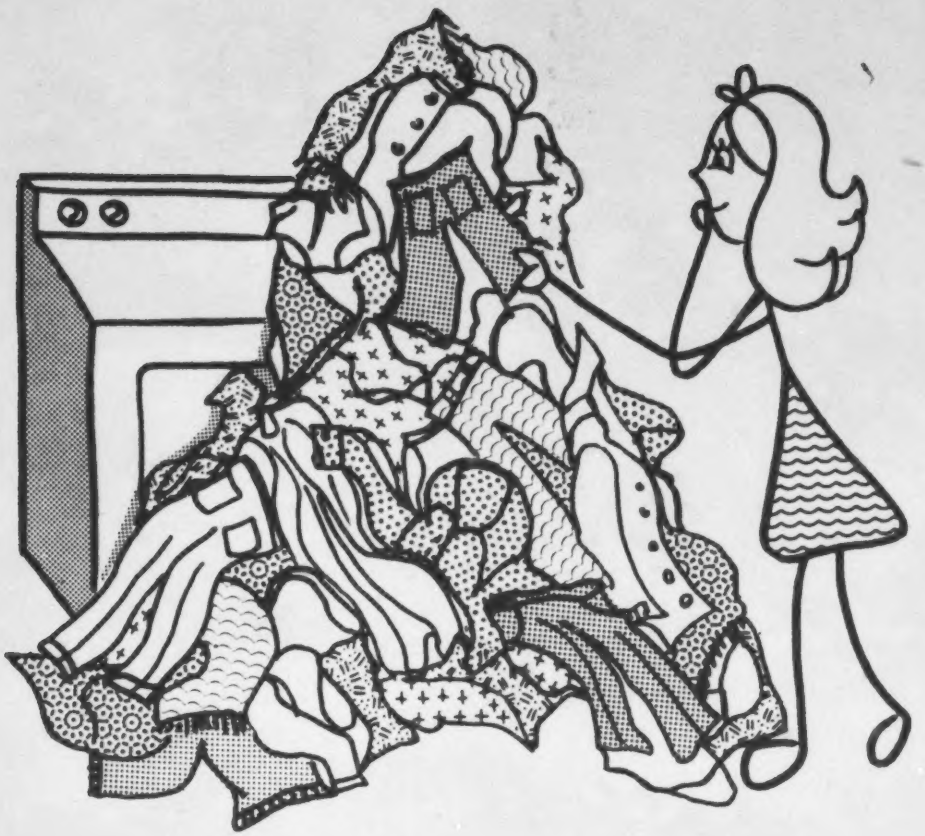
7. Wash shades, blinds, and painted shutters carefully with _____ and _____ .

8. Clean wood-colored shutters with _____ .

9. Have draperies _____ .

10. Wash curtains in the _____ .

Unit III



Laundry Care

UNIT III – LAUNDRY CARE

Lesson 1: **Pre-Treating Clothes**

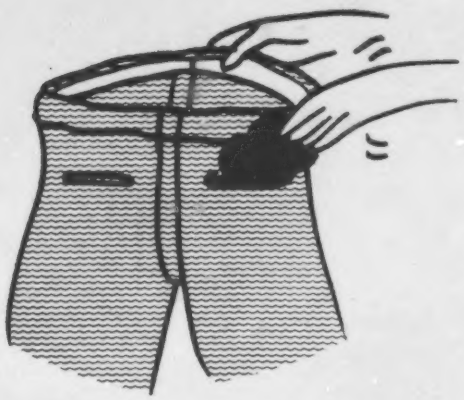
Objective: You will know what to do to clothes before they are washed.

Vocabulary: laundry
dissolve

Information:

Before clothes are washed they must have special things done to them.

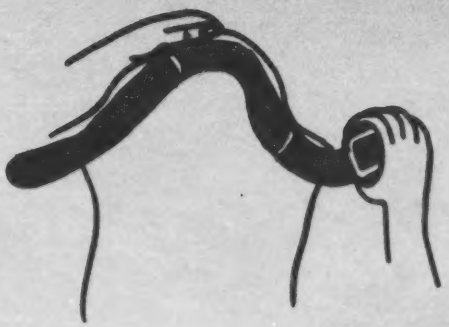
Clean out the pockets.

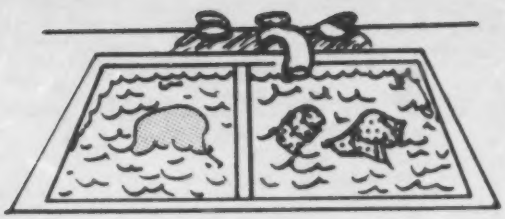


Close zippers, hooks and eyes, buttons, and snaps.

Mend the clothes if they need it.
(See next lesson.)

Take off belts, bows, and pins.

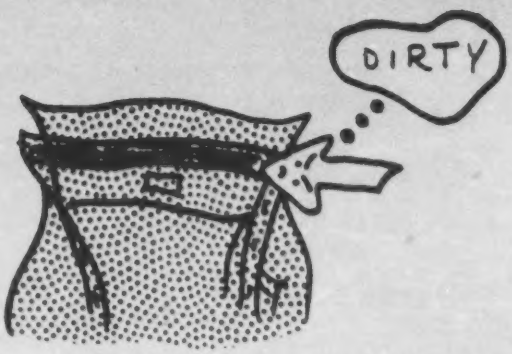


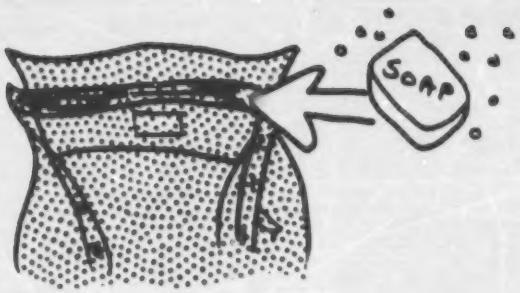


Very dirty clothes or clothes with stains need special care before washing. Soaking clothes may help get out dirt. Put warm or hot water in the sink. (See Lesson 6 for water temperatures.)

Put in the pre-soak or detergent. Be sure to follow the directions for how much to use. When all the product is dissolved, put the clothes in.

The insides of collars and cuffs get very dirty.

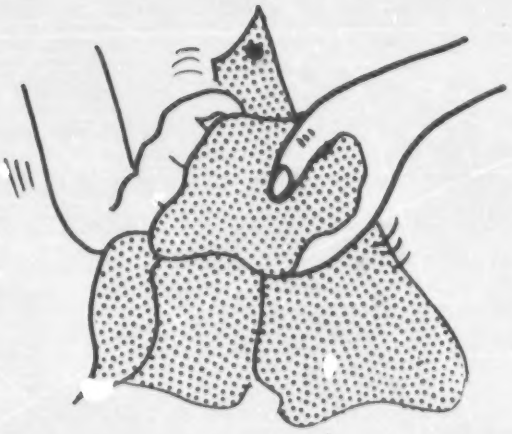




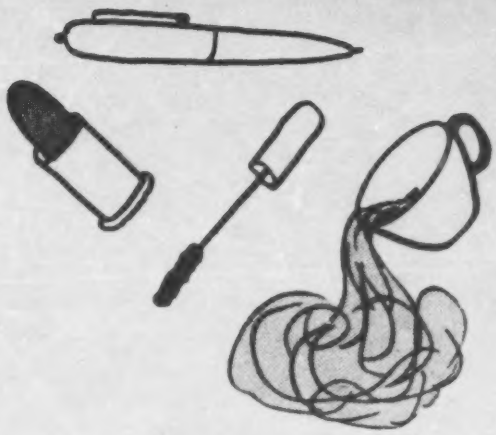
Put water on the place where the clothes are dirty. Rub a bar of soap on the dirty place, or rub in detergent.

Then rub the dirty place to push the soap into the cloth.

Wash the other laundry when you are finished.



Sometimes clothes get special stains: ink, tea, lipstick, mascara. These need to be taken out of clothes by something special. You will find a stain-removal chart on page 171.



ASSIGNMENT

Lesson 1, Unit III

1. List 4 special things to do to clothes before washing them:
   1. _____
   2. _____
   3. _____
   4. _____

2. Pre-soak very _____ clothes or clothes with _____ before washing them. This may help get out some of the dirt.

3. The insides of _____ and _____ of shirts get very dirty.

4. Rub _____ or _____ on the very dirty place.

5. _____ the dirty place to push the soap into the cloth.

UNIT III – LAUNDRY CARE

Lesson 2: **Mending**

Objective: You will learn how to do easy mending.

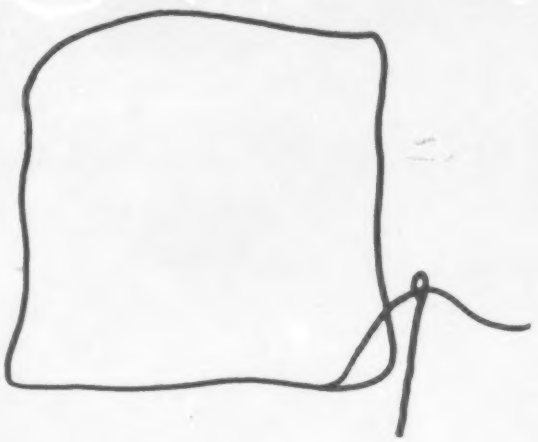
Vocabulary:
material
seam-binding
yarn
embroidery
applique
weave

Information:

Before clothes are washed they need to be pre-treated. You learned about pre-treating clothes in the last lesson. Mending clothing is one way of pre-treating. Mending will make the clothes last longer. Many times people throw something away when mending could fix it. Many times people wear clothes that are falling apart because they are too lazy to fix the clothes or they do not know how to fix them. In this lesson you will learn how to do very easy mending to make your clothes look better and last longer.

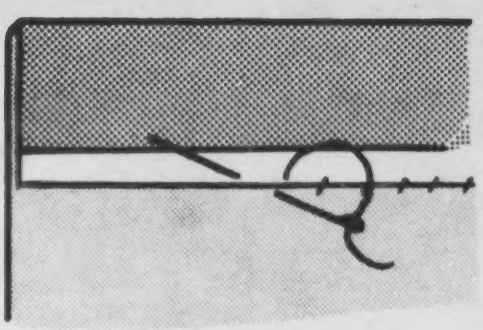
Mending clothing means: fixing loose threads, putting hems in things, sewing on buttons, snaps, hooks and eyes, sewing seams, and fixing holes. All of these things can be done without a sewing machine. They can be done by any person, at any time.

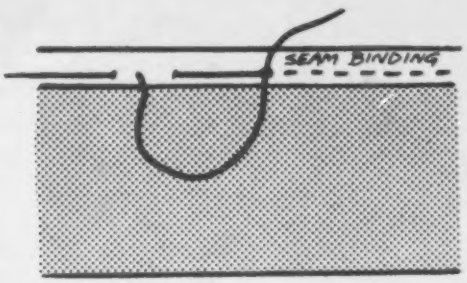
If a thread is loose or hanging down: thread it into a needle, bring it to the inside, and take a few stitches where they will not show on the right side.



HEMS

Never make big stitches that are far apart. These come out easily and need to be done again soon. And toes get caught in them easily when you are dressing. Make very small stitches through one or two threads of the clothing. Do not pull the stitches too tight. The stitches should not show too much on the front of the clothes. Try to use the same color thread. Never sew on a dark material with white thread. Never sew on a light material with dark thread.





If the seam binding is off or coming off, it needs to be sewn back on. Zippers can be sewn in the same way if they are coming loose.

SEAMS

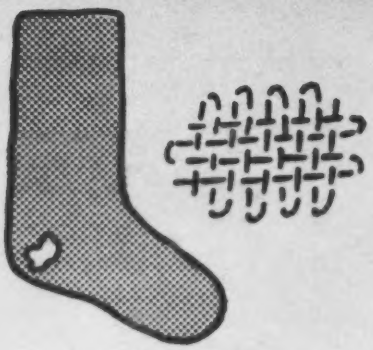
If seams are opening up, you can sew over the stitches the same way as sewing on seam binding above. Make the stitches VERY close together.

You can sew over the stitches with the sewing machine. Or sew two times by hand – one time very close to the stitches *and* one time over the stitches that are there now.

HOLES

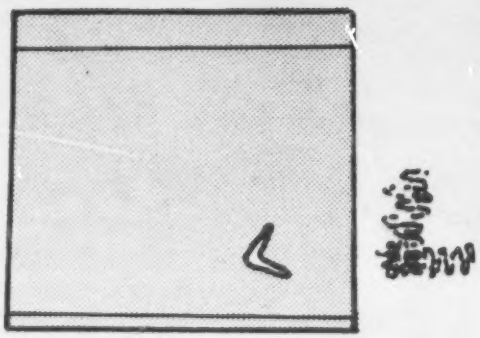
Holes can be mended by:

- Darning
- Patches
- Embroidery
- Applique

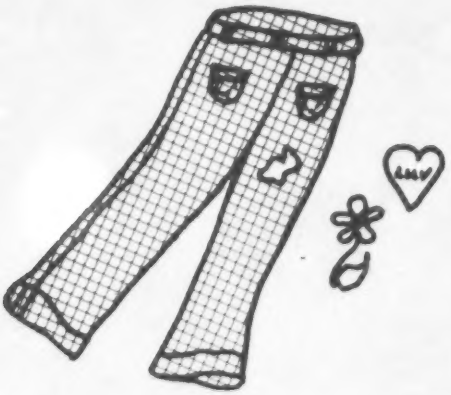


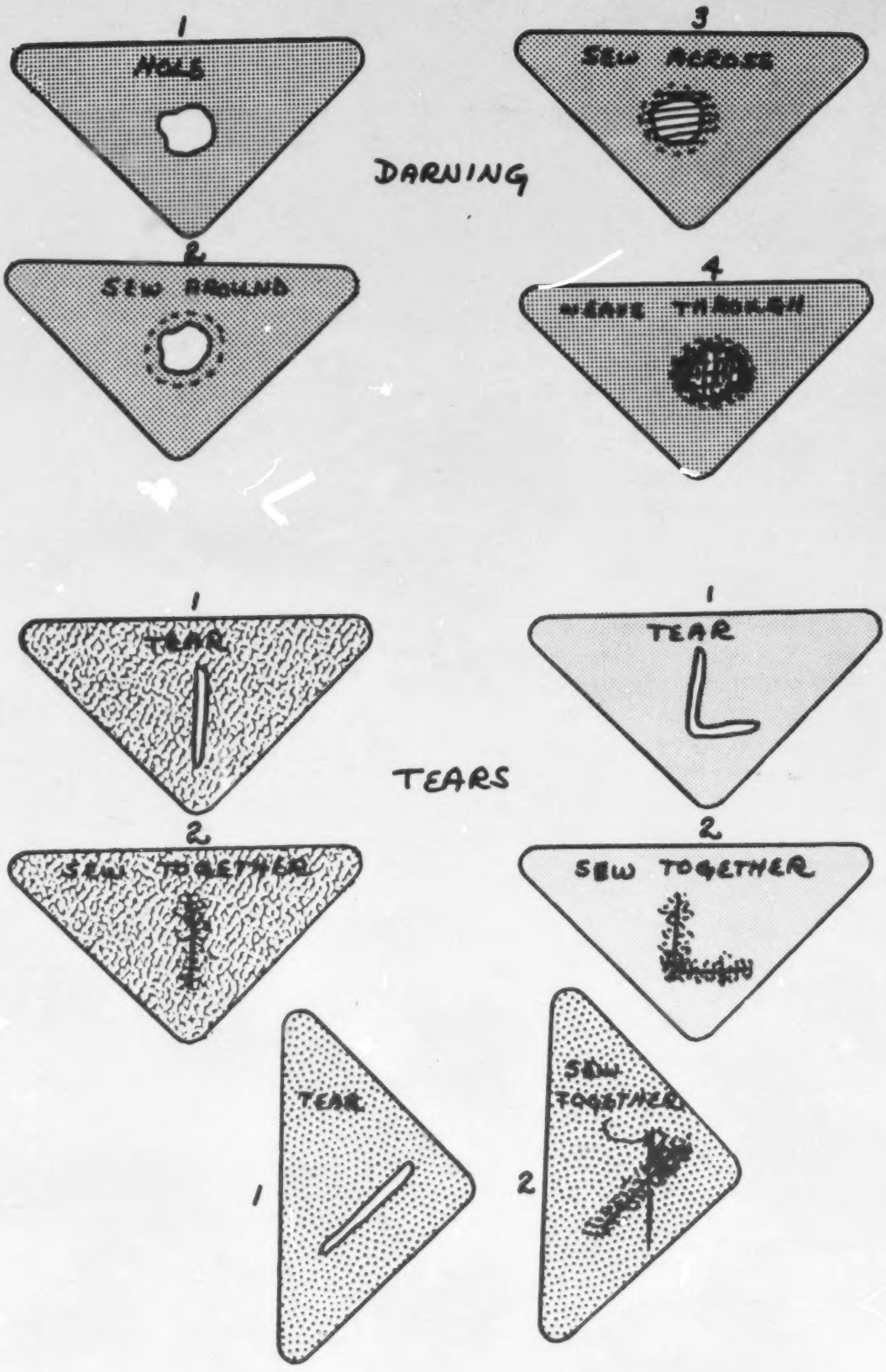
Darning means weaving threads back into a piece of material that has a hole in it or is getting a hole. Socks get holes that need fixing. Sweaters get holes in them too. Many times sweaters get very thin in the elbows. These can be fixed with elbow **patches** you can buy or make. Sometimes moths eat holes in sweaters. These need to be darned. Other clothes get holes or tears in them. Choose thread or yarn that is the same as what you are fixing.

Embroidery is used a lot now. If the hole is in the legs or seat of pants, embroidery is fine. Embroidery means sewing a picture with different colored threads. This is fine for covering some holes. Sometimes a shape is cut out of another material, or a design is bought at a store to cover up a hole. This is called **applique**.

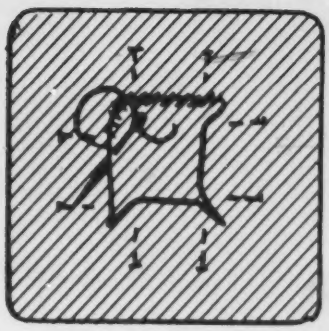


You must decide which kind of cover-up is best for your hole or tear.

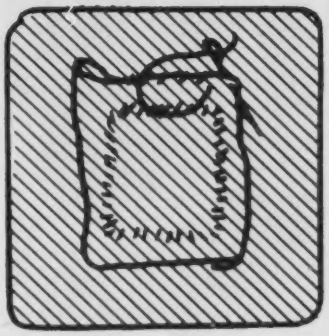


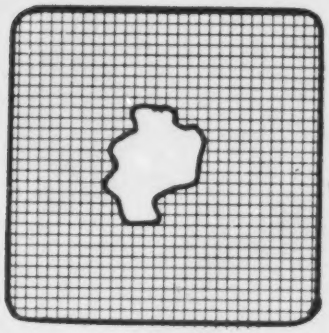

1
HOLE
3
SEW ACROSS
DARNING
2
SEW AROUND
4
WEAVE THROUGH
1
TEAR
1
TEAR
TEARS
2
SEW TOGETHER
2
SEW TOGETHER
TEAR
1
SEW TOGETHER
2

PATCHES



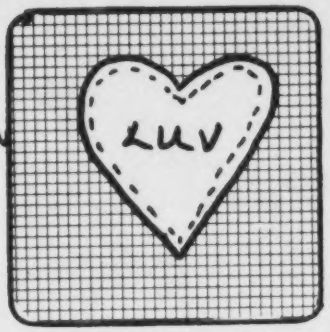
CUT OUT HOLE.
FOLD BACK EDGES.
PUT MATERIAL UNDER HOLE.
SEW.
TURN OVER.
SEW ON BACK.

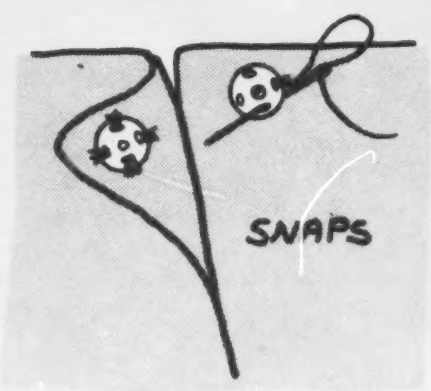


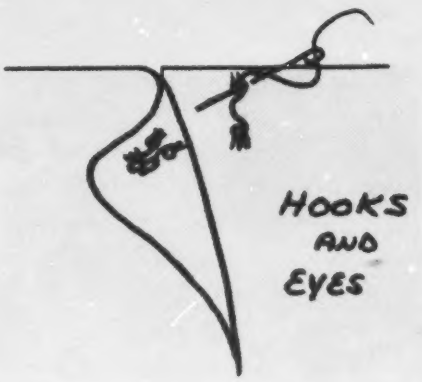


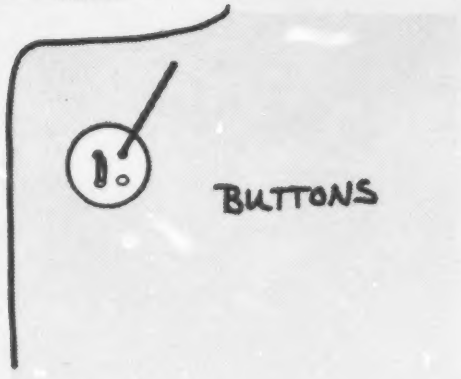
APPLIQUE

SEW DESIGN ON OVER TOP OF HOLE.









UNIT III – LAUNDRY CARE

Lesson 3: **Stain Removal**

Objective: You will learn how to remove common stains in washable clothes.

Vocabulary: washable

Information:

Stains are a problem. Every person spills things. Spills often make stains. Stains on clothes need to be removed. Below you will find a list of stains and how to get them out of washable clothing.

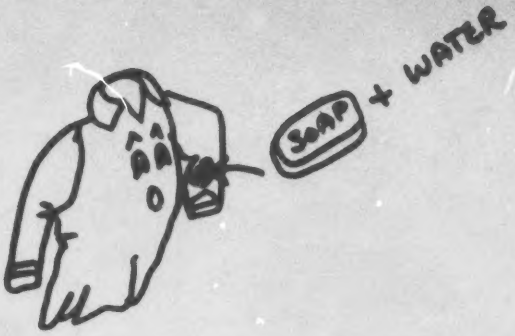
Stains are easier to get out of clothes if they are new. Old stains sometimes never come out.

Be careful! Some stains are on clothes that need to be dry cleaned. Take them to the cleaner. Tell the cleaner what was spilled on the clothes. He will try to get the spot out. If *you* try, you may spoil the clothes. You need to take the clothes there soon. If you wait, the stain may never come out.

Every day there are new products to buy for many new things. You can buy a special spray to spray on stains. You spray it on the stain. Wait a few minutes and wash the clothes. You may not have a spray for stains. You need to know how to remove stains without one.

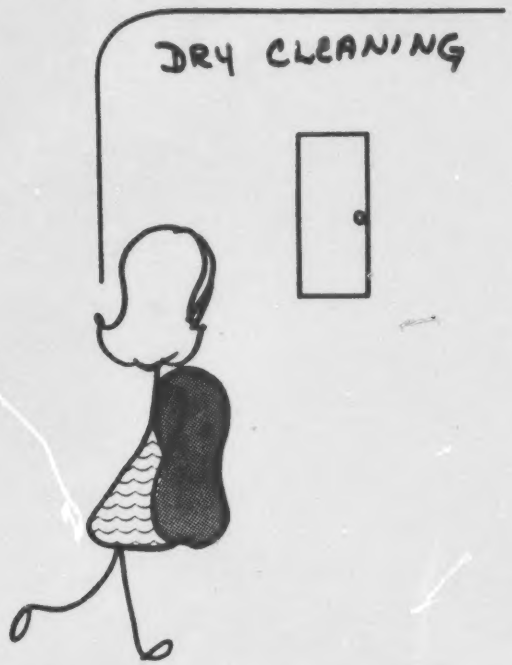
As soon as you spill something, you must try to get it out of the clothes.

Put water on the spot.
Then rub with soap.
Rinse.
Wash as usual in the washing machine.
(See lesson 7.)

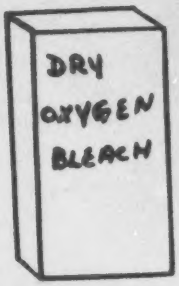


If there is something on the clothes, scrape it off before trying to clean it. Gum, wax, catsup, mustard, and other things.

If the clothes are not washable, push on the spot with a clean paper towel, tissue, or cloth. Take the clothes to the cleaner as soon as possible. Remember to tell him what the spot is.



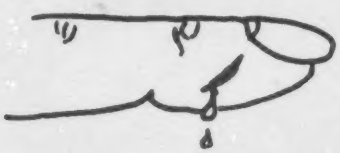
If bleach is all right for the clothes and there is some stain left, bleach them. Follow the directions on the bleach.



If you cannot bleach the clothes with chlorine bleach, use oxygen bleach, like Snowy. Mix a little dry bleach with liquid detergent. Rub into the stain. Wait 5 minutes or more. Wash as usual.

STAIN REMOVAL CHART

Blood

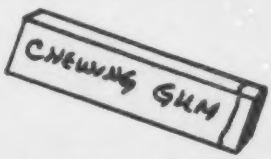


Soak in *cold* water. Rub with soap. Wash as usual.

Wax or Crayon

Scrape off any extra wax from the clothes. Put the stain between two pieces of paper towel. Press with a warm iron. Put spot remover on the back of the stain. Let dry. Wash as usual.

Chewing Gum



Put ice on the spot to make it hard. Scrape it off with a dull knife. Cover the spot with a paper towel. Put spot remover on the *back* of the spot. Wash as usual.

Catsup

Scrape off the catsup. Put cold water on the spot. Rub with soap or detergent. Wash as usual.

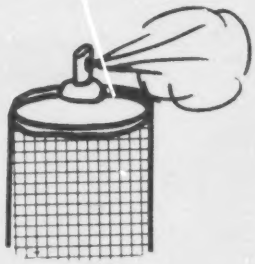
Coffee, Tea

Rinse in hot water. Rub with soap. Wash as usual. If stain stays, soak in oxygen bleach.

Make-up

Put water on the spot. Rub with soap. Wash as usual.

Deodorant



Rub with soap or detergent. Wash in hottest water for that kind of material. If the stain stays, soak in oxygen bleach.

Chocolate, Cream, Ice Cream, Milk, Egg, Gravy, Mayonnaise

Soak in *cold* water. Rub with soap. Wash. Soak in oxygen bleach if the stain stays. Wash as usual.

Nail Polish

Put nail polish remover on the back of the spot. Put a clean piece of paper towel under the spot. Wash as usual.
(Do not use nail-polish remover on material made of acetate or Arnel – take them to the cleaner.)

Oil-Type Paint

Dry paint will not come off! Act fast! Put turpentine on the spot. Rub with soap or detergent. Wash.

Water-Based Paints usually come out in the wash.

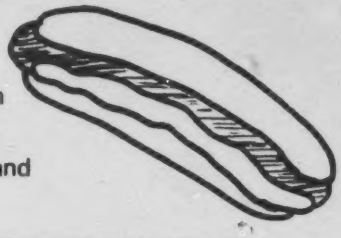
Soda, Fruit, Wine

Rinse the spot in cold water. Rub with soap or detergent. If spot stays, soak in oxygen bleach.

Ink

Use spot remover on the spot. Some kinds of ink will not come out!

Mustard



Rub the spot with detergent or soap and water. Wash and rinse as usual.

Scorch

Soak in oxygen bleach. Wash as usual. If the clothes are badly scorched, the mark will not come out.

Tobacco, Grass

Rub the spot with soap and water. If the spot stays, soak in oxygen bleach.

Urine, Vomit

Soak in oxygen bleach and detergent. Use chlorine bleach if it is safe for the material.

UNIT III – LAUNDRY CARE

Lesson 4: **Sorting the Clothes**

Objective: You will know how to sort the clothes for washing.

Vocabulary: sort
sequins

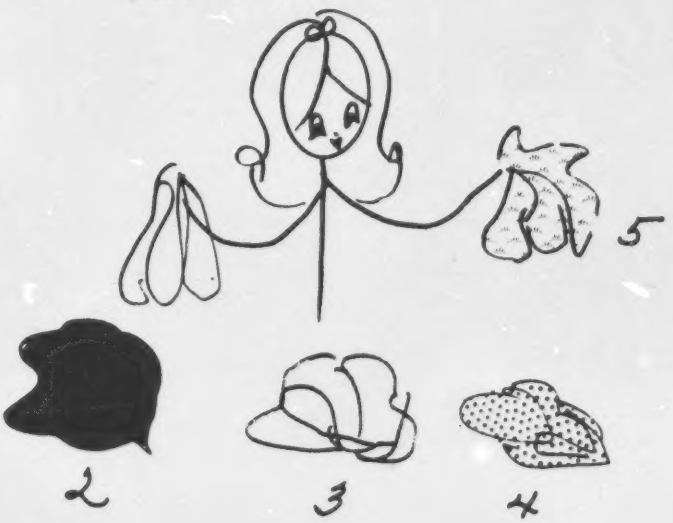
Information:

Different kinds of clothes need to be washed separately from other clothes. To separate clothes is to *sort* them.

It is very important to sort the clothes. If you wash very dirty clothes with one pretty blouse, you could spoil the blouse. If you wash dark-colored towels with white clothes, the dark colors could go on the whites.
If you wash a fuzzy bedspread with dark pants, the fuzz will go on the pants.

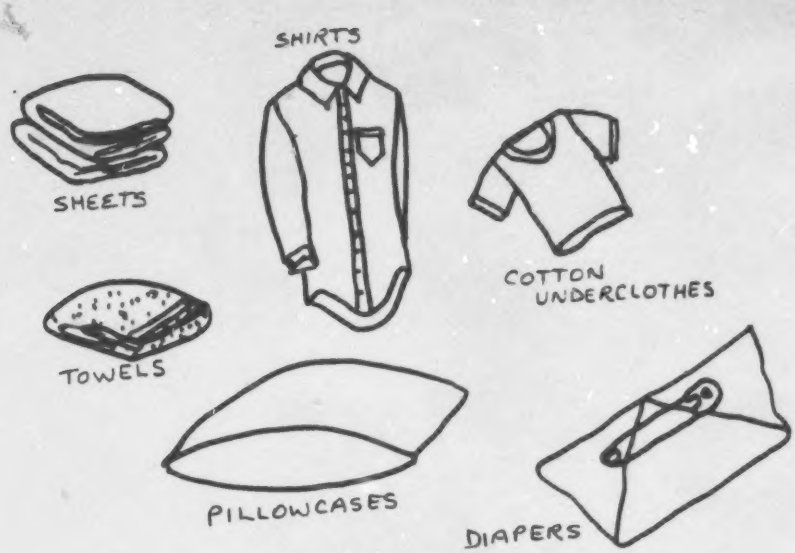
Separate the clothes into piles:

1. White clothes
2. Very dirty clothes
3. Delicate clothes
4. Colored clothes
5. Special clothes



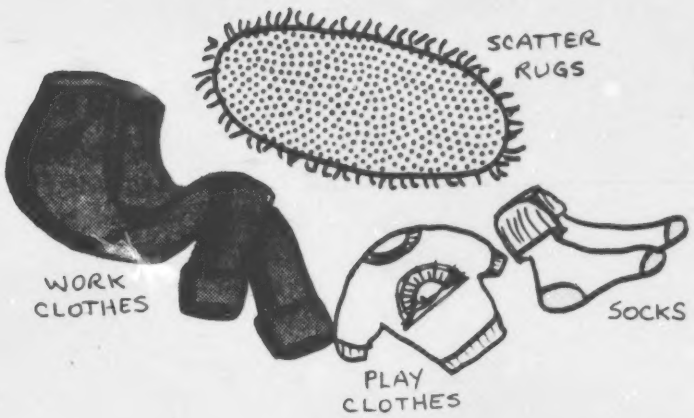
White clothes

- sheets
- shirts
- cotton underclothes
- towels
- pillowcases
- diapers



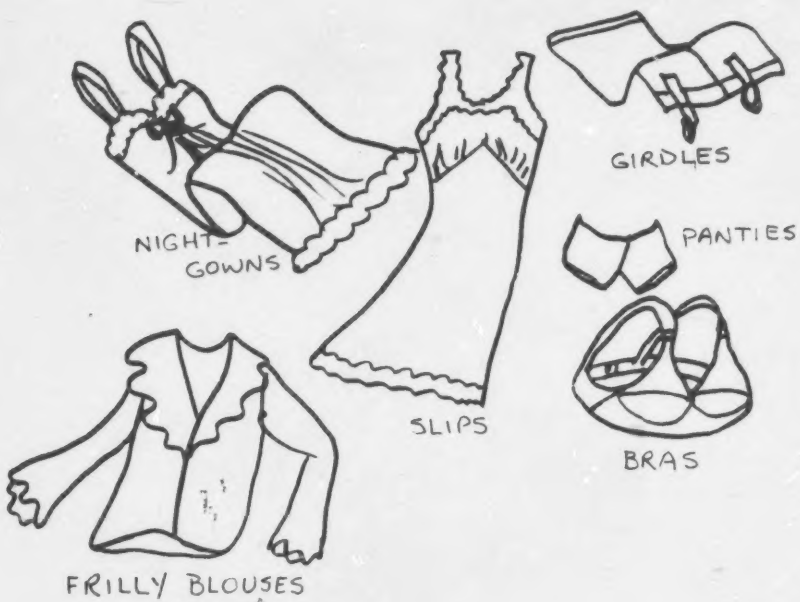
Very dirty clothes

- work clothes
- scatter rugs
- play clothes
- socks



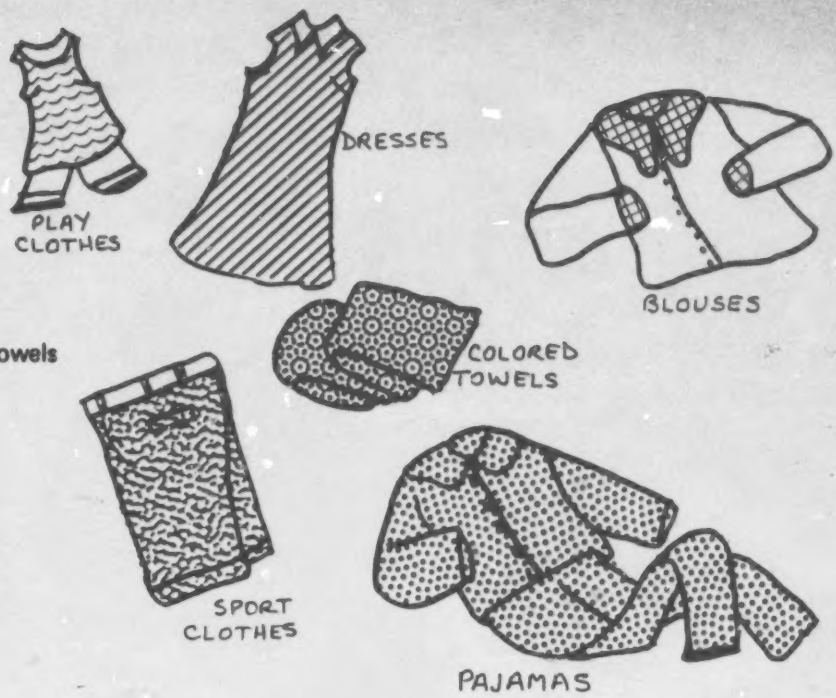
Delicate clothes

- nightgowns
- slips
- bras
- panties
- girdles
- frilly blouses



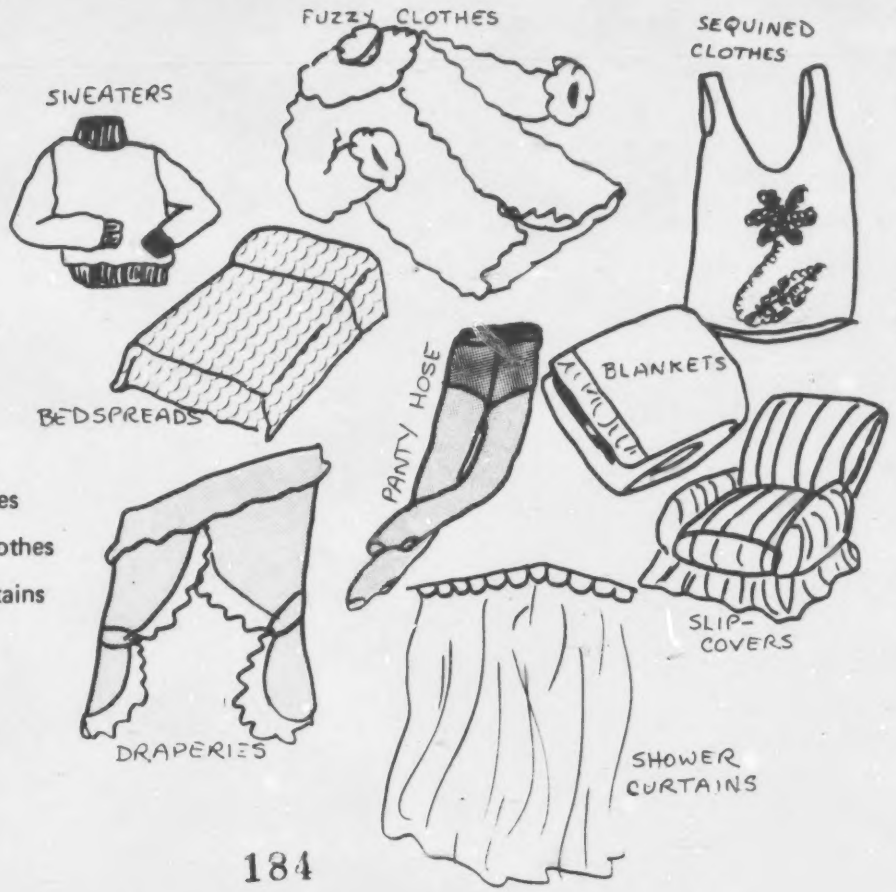
Colored clothes

- sport clothes
- dresses
- pajamas
- blouses
- dark-colored towels
- play clothes



Special clothes

- sweaters
- blankets
- bedspreads
- draperies
- slipcovers
- pantyhose
- fuzzy clothes
- sequined clothes
- shower curtains



ASSIGNMENT

Lesson 4, Unit III

1. Different kinds of clothes need to be washed _____ from others.

2. List 5 piles for separating the clothes:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

3. Learn what kinds of clothes go into these piles.

UNIT III – LAUNDRY CARE

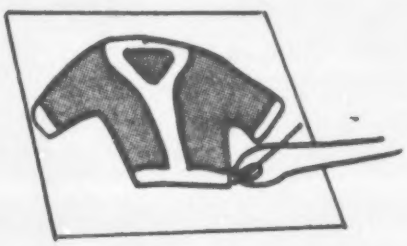
Lesson 5: **Washing by Hand**

Objective: You will know how to safely wash clothing by hand.

Vocabulary: shrink

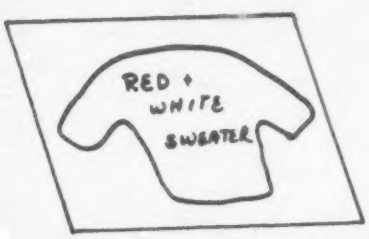
Information:

Some clothes need special care. They need to be washed very carefully. They need to be washed by hand. Sweaters, clothes with sequins, pantyhose, knits – all need special care.



For sweaters and knits it is important not to stretch or shrink them. When they are new, put them on a big piece of paper. Draw a line around them.

Put the name of the thing and the color on the picture. Keep this "pattern" for as long as you have the clothing. Do this for each sweater or knit clothing that you have.



To wash the sweater or other hand washable:

Fill the sink with warm or cool water. Measure the correct amount of soap or wool-washing detergent.

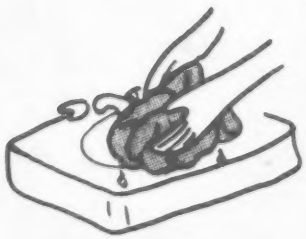
Put the sweater or other clothes in the soapy water.

Let the clothes soak in the water for 3–5 minutes.

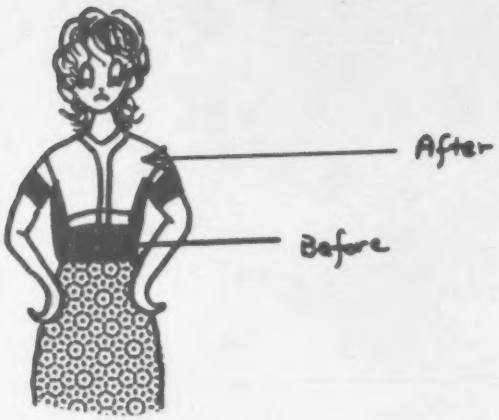
Longer time is needed if the sweater is very dirty.

When the sweater is finished soaking lift it up with *both* hands under it.

Squeeze out the water. *Do not twist.*

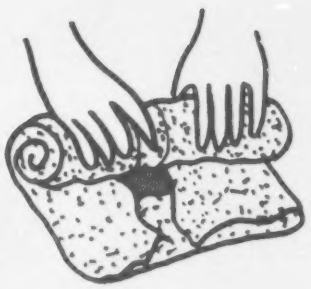


Rinse the sweater in cool clean water three times to be sure all the soap is out.



Be very gentle. Do not move the sweater too much. The sweater will shrink.

Squeeze out the water. Do not twist the sweater. Roll the sweater in a clean, dry towel.



Pat the sweater into the size and shape it was in when you drew it on the paper.

Dry the sweater on another dry towel or special sweater dryer.

Do not put the sweater near the radiator.

Do not put the sweater in the sun to dry.

Do not put the wet sweater on newspaper.

ASSIGNMENT

Lesson 5, Unit III

1. List 4 different kinds of clothes that need hand washing:
   1. _____
   2. _____
   3. _____
   4. _____

2. It is important not to _____ or _____ sweaters and knits.

3. Wash sweaters in _____ or _____ water.

4. Do not _____ the sweater.

5. Rinse the sweater _____ times.

6. If you move the sweater too much when it is in the water, it will _____ .

7. Roll the sweater in a _____ to get out most of the water.

8. Pat the sweater into the _____ and _____ you drew on the paper.

9. Lay the sweater on a _____ to dry.

10. Do not put the wet sweater in the _____ , near a _____ or on a _____ to dry.

UNIT III – LAUNDRY CARE

Lesson 6: **Water Temperature**

Objective: You will know what temperature wash water is needed for different clothes.

Vocabulary: temperature
delicate
cycle

Information:

After you have sorted or separated the clothes (lesson 4), they need to be washed.

Different clothes need different temperatures of water.

White clothes need HOT water:

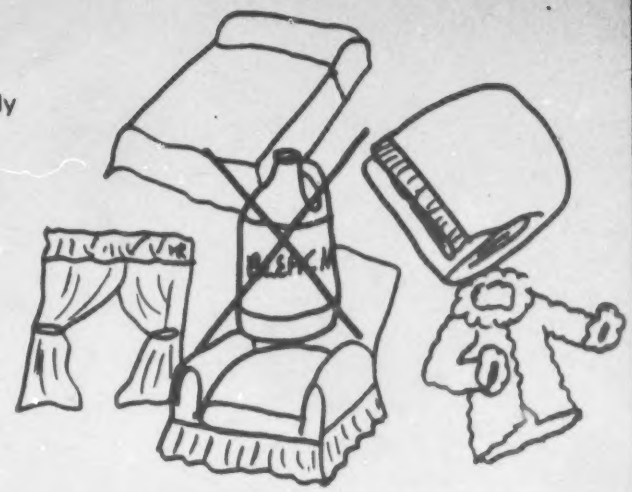
- sheets
- towels
- cotton underwear
- pillowcases
- diapers
- shirts

HOT water is too hot to put your hand in.

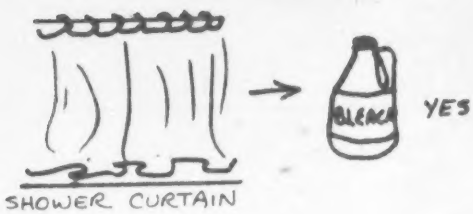
Special clothes should be washed separately in warm water:

- blankets
- bedspreads
- draperies
- slipcovers
- fuzzy clothes

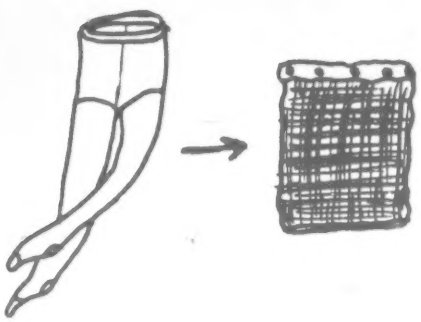
Do not use liquid bleach. Use the "slow" or "delicate" short washing cycle.



Use bleach with the shower curtain to kill the germs on it. Wash it on the "slow" or "delicate" short washing cycle also.



Pantyhose can be put in a mesh bag. Wash them on the "delicate", short cycle. Use warm water. You may wash them by hand. Pantyhose may last longer if washed by hand.



Wash sweaters by hand in cool water. (See lesson 5).

Hot Water

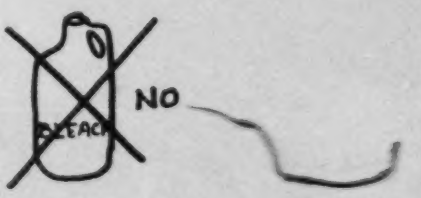
1. White clothes
   (Use liquid bleach)
2. Very dirty clothes

Warm or Cold Water

1. Delicate clothes
2. Colored clothes
3. Special clothes

You may use liquid bleach on white clothes unless the label on the clothes says *"Do not use chlorine bleach".*
Fill the washer with water.
Put bleach in the water.
Follow the directions!
Then add the clothes.
Or put bleach in the part of the washer that says "BLEACH."

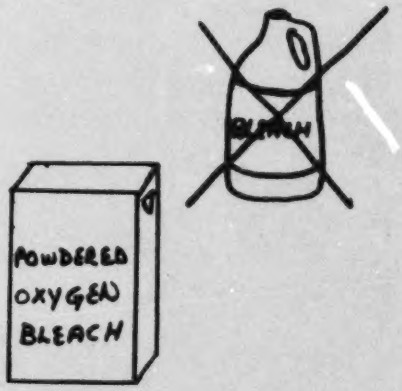
Very dirty clothes need HOT water.
Do not use bleach.
You will need more detergent to get very dirty clothes clean.

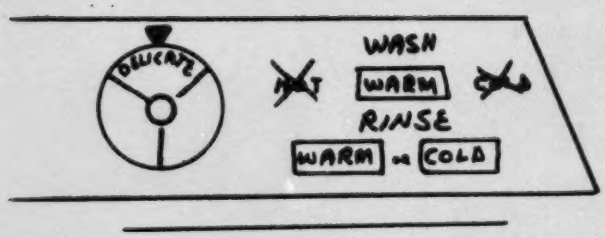


Colored clothes should be washed in warm or cold water:

blouses, skirts
towels
bathrobes
dresses
slacks

If the water is hot, the colors may come out.
Do not use liquid bleach. You may use a powdered, oxygen-type bleach like Snowy bleach.
Follow the directions!





Delicate clothes need warm water:

slips
bras
girdles
nightgowns

Do not use any bleach on these. Use the delicate cycle of the washing machine.

ASSIGNMENT

Lesson 6, Unit III

1. Different kinds of clothes need different _____ of water.

2. _____ and very _____ clothes need hot water.

3. _____, _____, and _____ clothes need warm or cold water.

4. Use liquid bleach and hot water on _____ clothes.

5. _____, _____, _____ and _____ are delicate clothes.

6. _____, _____, _____ and _____ are colored clothes.

UNIT III – LAUNDRY CARE

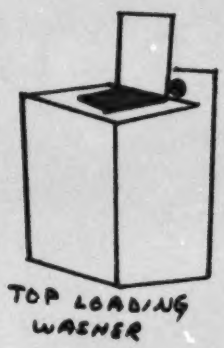
Lesson 7: **Washing Machines**

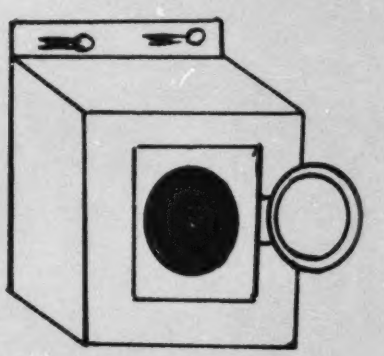
Objective: You will know how to use and take care of washing machines.

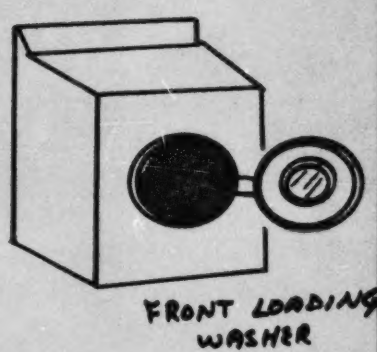
Vocabulary: label
dispenser

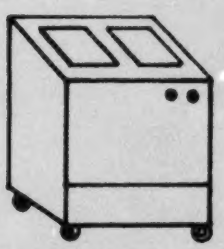
Information:

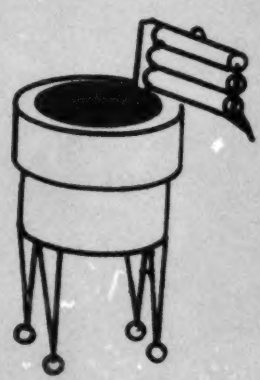
There are five kinds of washing machines:



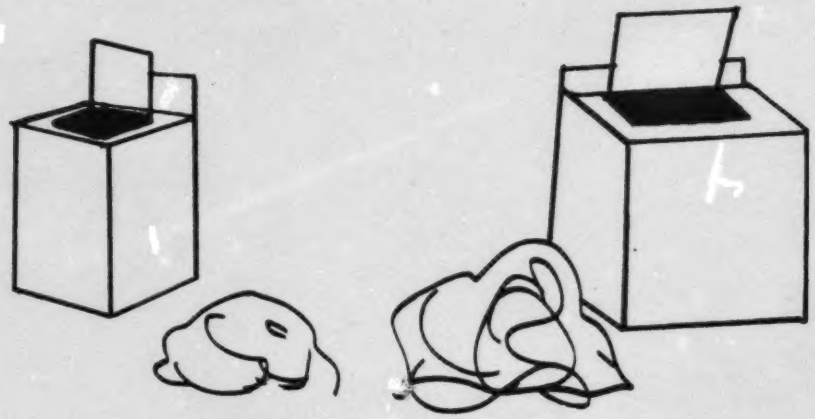




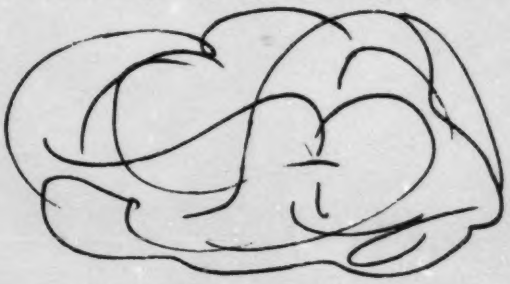


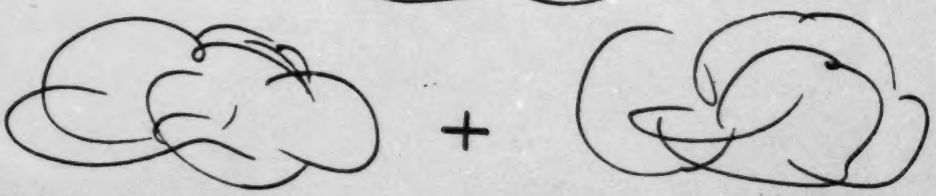


If the washer is large you can wash a lot of clothes. If the washer is small you cannot wash so many at one time.



Do not wash too many clothes at one time. If the washer is too full, the clothes will not get clean. If the pile is too big, separate the clothes again:





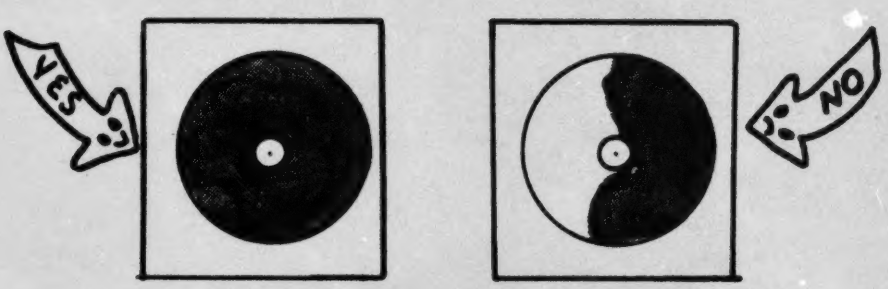
(2 sheets, few towels, pillowcases) (2 sheets, underclothes)

Too many clothes could break the washing machine.

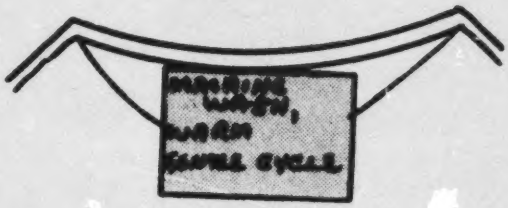
There are five kinds of washing machines, and many companies make them. Each washer is different. Each washer comes with a book that explains how it works. Be sure to read the book. Be sure you understand it. Even public laundromats have directions about how to use the washing machines. Always read the directions.

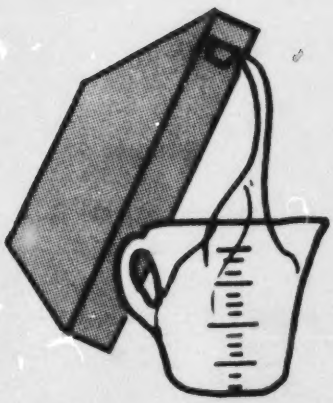
REMEMBER –

1. Never put too many clothes in the washer.
2. Always pre-treat the clothes (lesson 1).
3. Always sort the clothes (lesson 4).
4. Always put the clothes in the washer one at a time.
5. Put the clothes in the washer loosely.
6. Never pack the clothes in the washer.
7. Always spread the clothes out:



Choose the correct water temperature for your clothes (lesson 6, or read the labels inside the clothes).





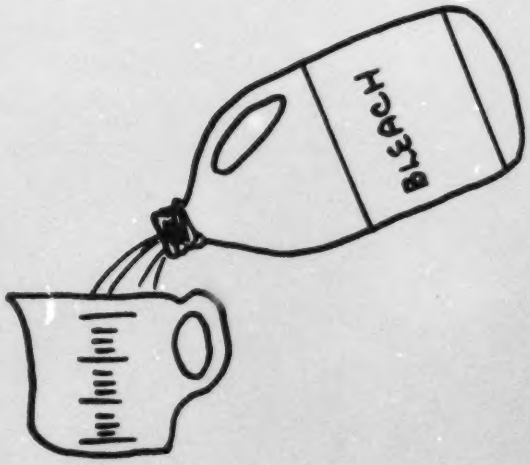
Put the correct amount of detergent in the washing machine. Follow the directions on the box or label of the detergent. Be sure to measure correctly.

Put the detergent in the dispenser of the washing machine.

If you are going to use bleach (lesson 6), put the correct amount of bleach in the dispenser. Or:

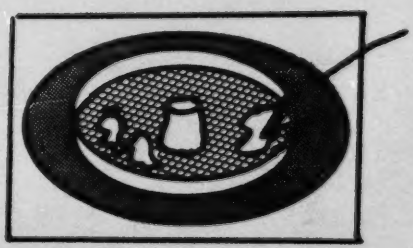
1. Fill the washer with water.
2. Add the bleach to the water.
3. Then add the clothes.

Follow the directions on the bleach for how much to use. Be very careful. Do not spill the bleach on the clothes or yourself.



If you are going to use a fabric softener, add it to the last rinse. Or put the measured amount in the fabric-softener dispenser. Follow the directions.

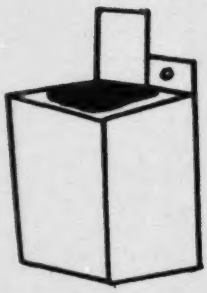
Remember to take the lint out of the lint filter after each load of wash is finished.



ASSIGNMENT

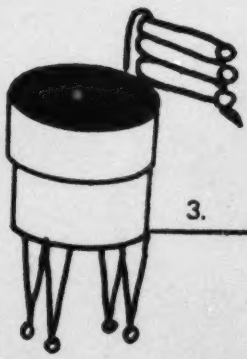
Lesson 7, Unit III

Name these kinds of washing machines.

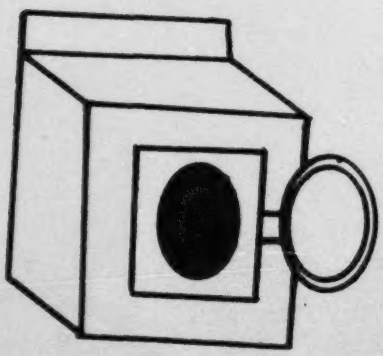


1. _____

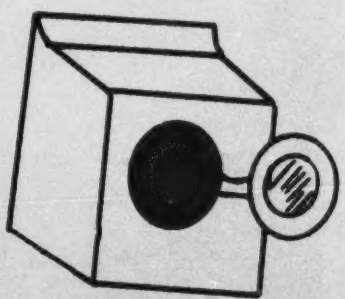
2. _____



3. _____



4. _____



5. _____

6. If you put too many clothes in the washing machine the clothes will not get _____ and you may _____ the machine.

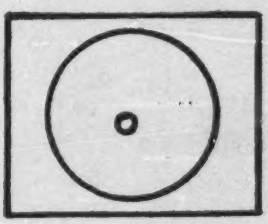
7. Always _____ and _____ the clothes before putting them in the washing machine.

8. Always put the clothes in the washer _____ at a time.

9. Never _____ the clothes in the washer. Put them in _____.

10. Always _____ the clothes out.

11. Draw a picture of how the clothes should be put in the washer:



12. If the washer does not have a bleach dispenser, put _____ in the washer first, then put the _____ in the washer and finally add the _____.

UNIT III – LAUNDRY CARE

Lesson 8: **Drying Clothes**

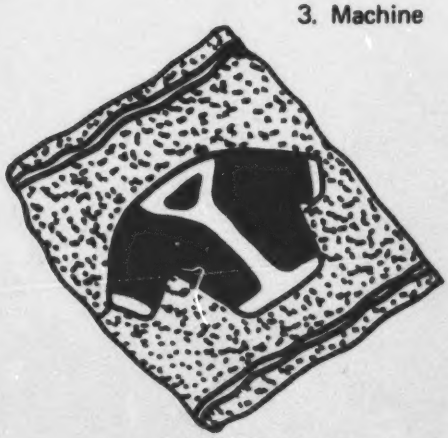
Objective: You will know the different ways of drying clothes.

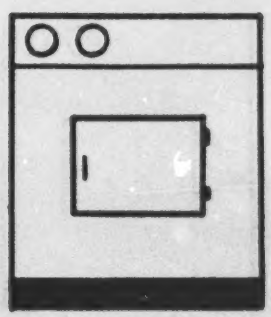
Vocabulary: lint
filter

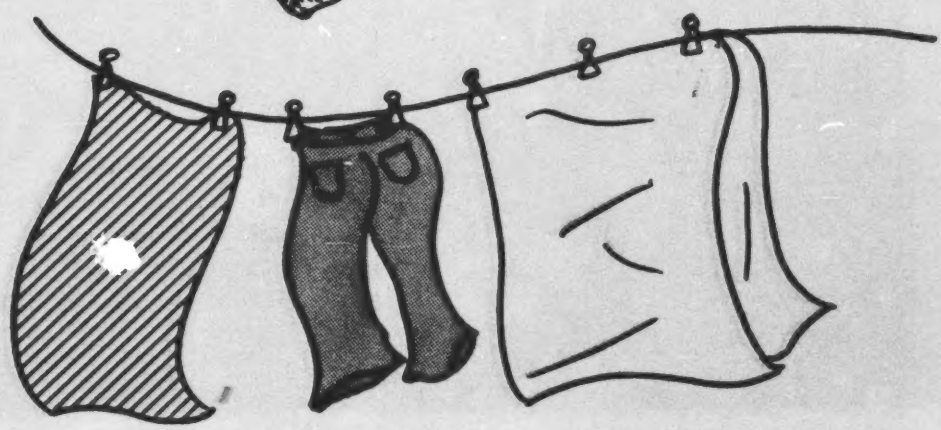
Information:

There are three ways of drying clothes:

1. Flat
2. Line
3. Machine





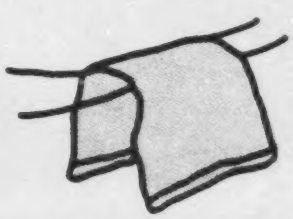


You learned in lesson 5 how to dry clothes **flat**. Remember:

1. Dry clothes away from the heat.
2. Dry clothes on a clean towel or dryer made especially for flat drying.
3. Do not dry things in the sun.
4. Never dry them on newspaper.

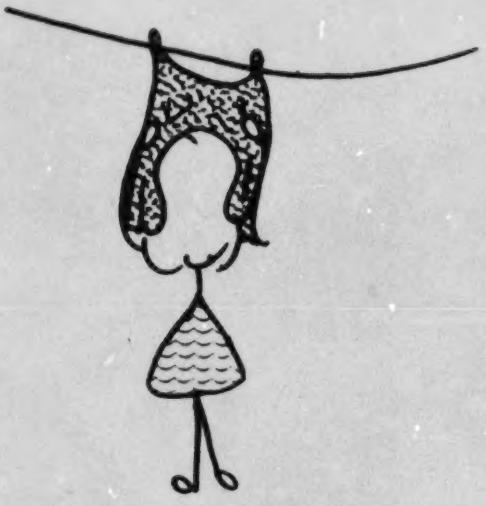
On a line – inside or outside

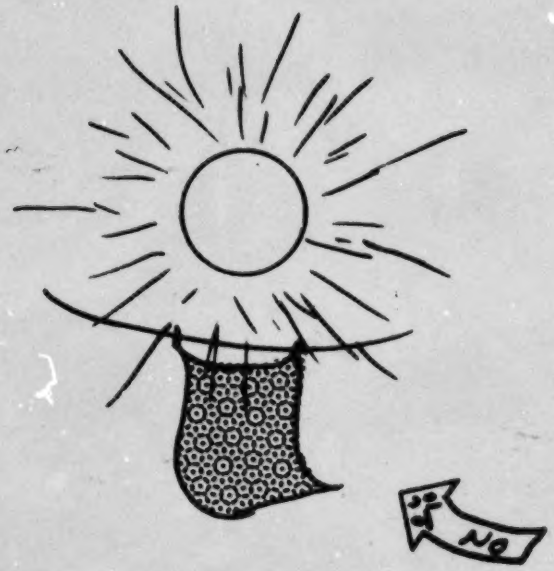
Be sure the lines are clean before you hang the clothes on them. Wipe them with a damp rag.



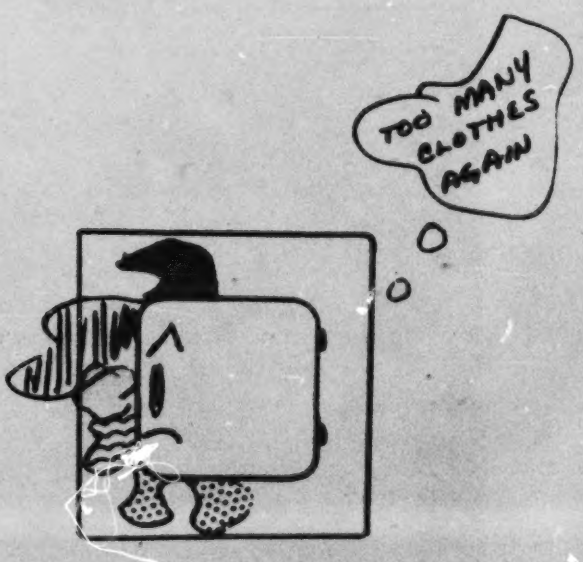
Hang the clothes carefully with clothespins.
Hang shirts by the shirttails or on hangers.
Hang pants by the waistband.
Hang dresses on hangers.
Hang blankets over two or three lines.

Smooth out the clothes with your hands. This makes ironing easier later.





Do not leave colored things hanging in the sun for a long time. The sun will change the color or make it lighter.

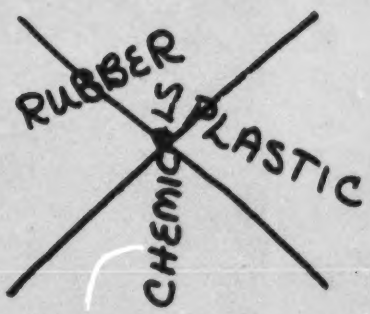


In an **automatic clothes dryer.**

Do not put too many clothes in the dryer at one time. The clothes will not dry correctly. The clothes may wrinkle more.

Do not dry rubber or plastic materials in the dryer.

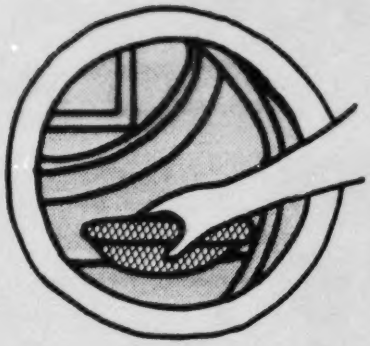
Do not dry any material that has spot-remover on it in the dryer. It could start a fire.



Do not "overdry" the clothes. Set the dryer for the kind of clothes you are drying. Clothes that are overdry (too dry) may shrink, stick to you, and have more wrinkles.

Remove permanent-press (no-iron) clothes *as soon as the dryer stops.* Skirts, blouses, dresses, pajamas and other clothes may not need to be ironed if you do this.

Clean out the lint filter after every load of clothes is finished.



ASSIGNMENT

Lesson 8, Unit III

1. List the 3 ways of drying clothes: _____, _____, and _____.

2. Never dry clothes flat in the _____ or on _____.

3. Be sure the _____ _____ are clean before you hang clothes on them.

4. Hang shirts by the _____ or on _____.

5. Never put too many clothes in the dryer because they will not _____ correctly and they may _____ more.

6. Never dry _____, _____, or materials with _____ in the dryer.

7. Remove permanent-press clothes as soon as _____.

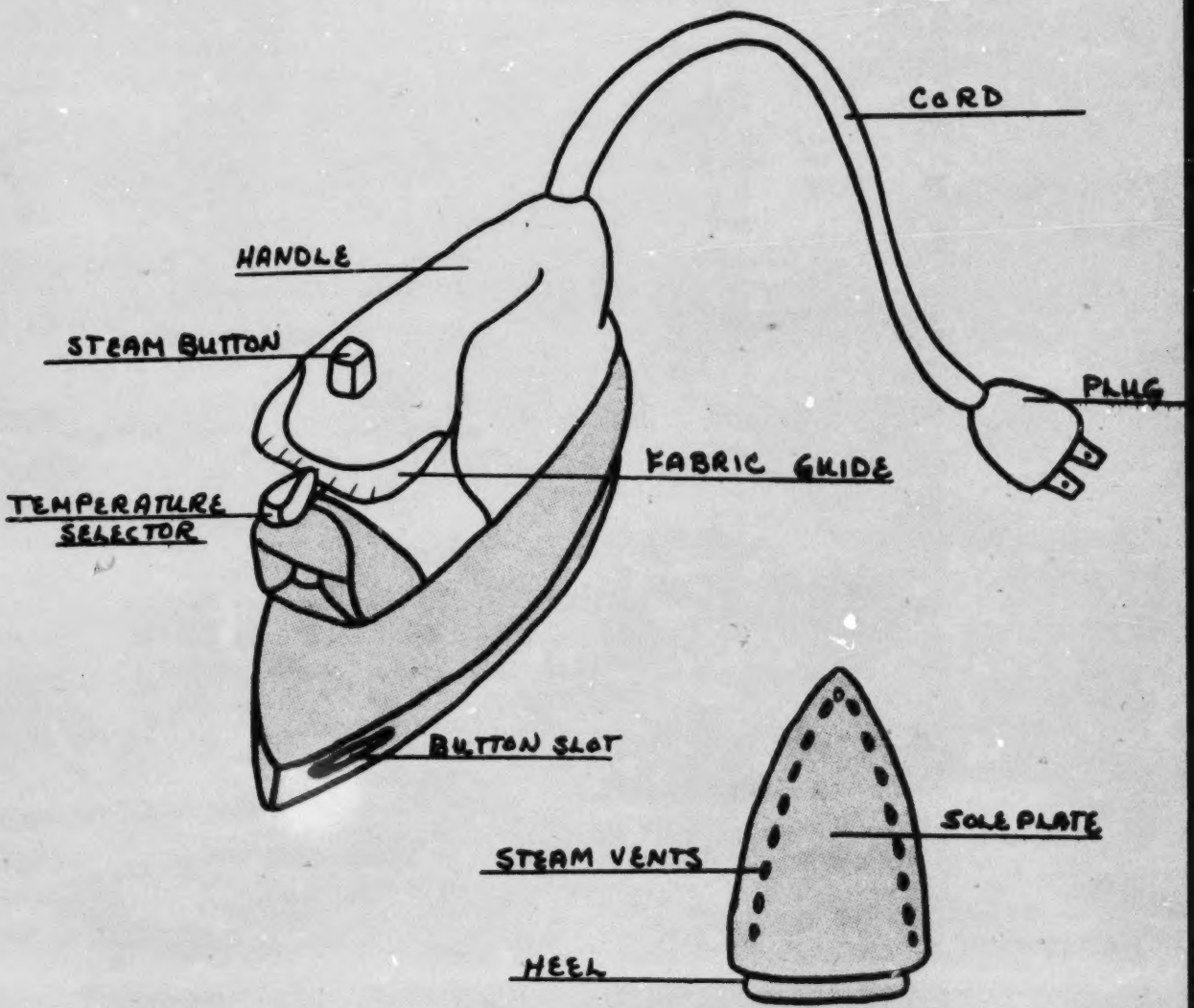
Lesson 9: **Ironing and Pressing Clothes**

Objective: You will know how to make ironing easier and quicker.

Vocabulary: wrinkle
starch

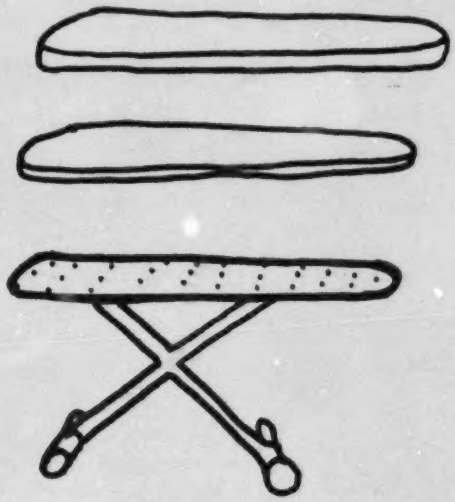
Information:

An iron has many parts. It is good to learn their names.



Safety when you are ironing is in Unit IV, Lesson 9, page 251.

Be sure you have a good, safe ironing board. Use an ironing-board pad under the ironing-board cover. This makes ironing easier. Have an ironing-board cover that will not burn. There are many kinds in the stores to choose from.



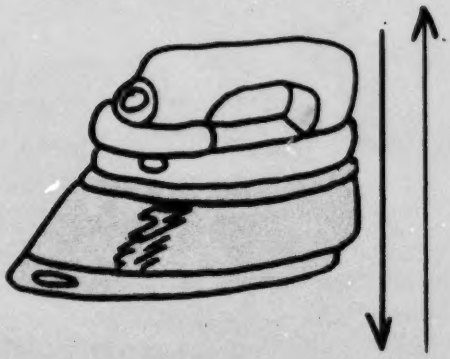
There are two ways of removing wrinkles from clothes:

1. Ironing
2. Pressing.

Ironing means sliding the iron back and forth on the material. Blouses, slacks, cotton materials can be ironed. Materials that are tightly woven can be ironed. Use long smooth movements. Clothes can be dry or damp when ironing.

For dry clothes it is good to use steam to iron. Put water into the iron and press the steam button. This makes the clothes a little wet and they iron smoother.

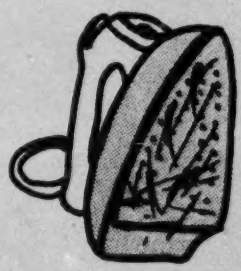
Pressing means lifting the iron up and putting it down. Knits, stretch materials, and materials with special chemicals on them called "finishes" need to be pressed. Materials that are loosely woven need pressing. These stretch out of shape very easily. Be sure to press lightly.

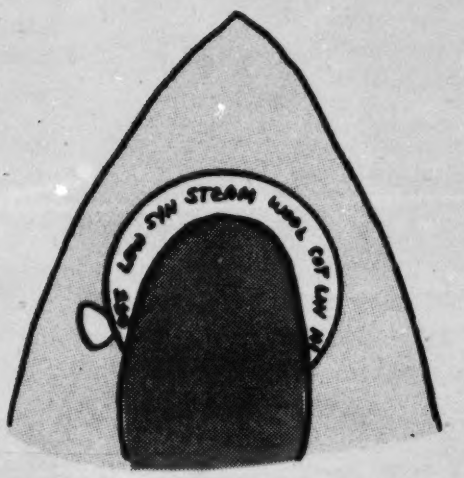


Always use steam when pressing. If you do not have a steam iron, use a pressing cloth that is a little wet.

If you are not sure about a material, press it on the inside or "wrong" side.

Never iron over anything rough: zippers, buttons, snaps, buckles. These things can scratch the iron.

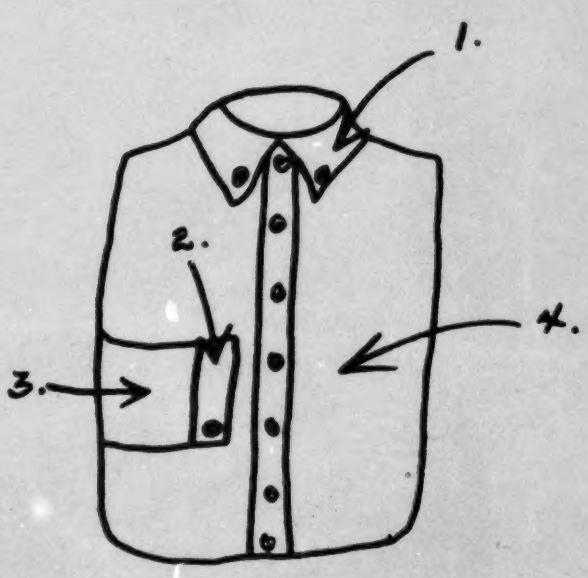




Choose the temperature that is correct for that material. Irons have a fabric guide. Most clothing now has labels that tell what it is made of. Set the iron on the name of the material or for the temperature it says is best. Or put the temperature selector on "steam".

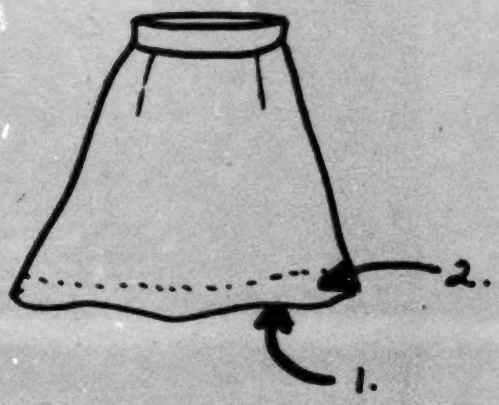
The letters "SYN" mean synthetic material. Some synthetic materials are rayon, acetate, nylon, Orlon, and Dacron, and there are many more.

Remember to always keep the iron moving. If you keep the iron in one spot for very long you may burn your clothes.



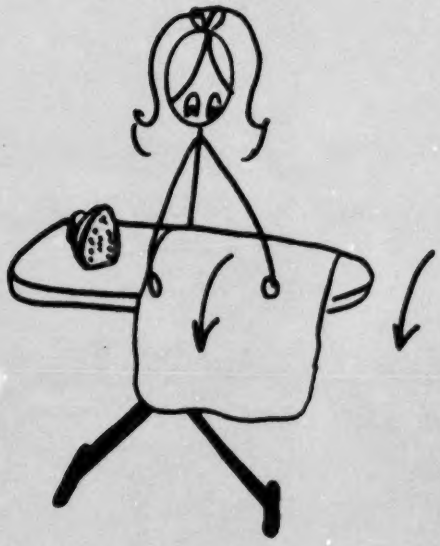
Iron small places first – collars, cuffs, sleeves. Then the larger areas.

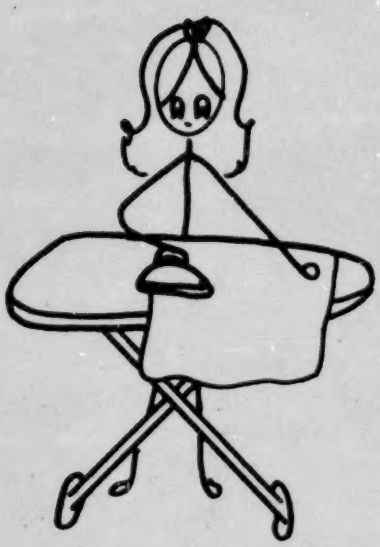
Press embroidery and sequined clothes on the wrong side.



Iron heavy pieces of the clothing on the inside first. Then iron the outside.

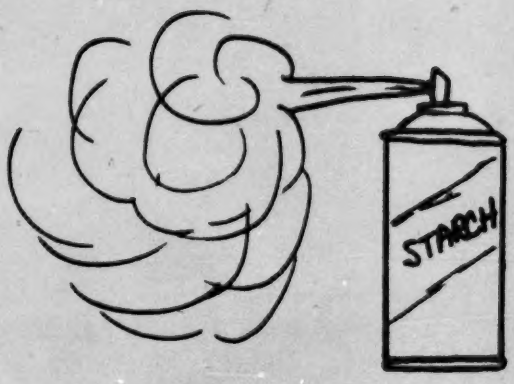
Move the ironed area *away* from you. This will keep it from wrinkling again.





Iron the clothes until they are completely dry. If they are a little wet they will need to be ironed again when they dry.

If you use spray starch, use only a little. Using too much makes white pieces of starch on the clothes after ironing.



ASSIGNMENT

Lesson 9, Unit III

1. Learn the names of the different parts of the iron.

2. Use an ironing board _____ under the ironing board _____.

3. Be sure that your ironing board cover is one that will not _____.

4. The 2 ways of removing wrinkles from clothes are _____ and _____.

5. Ironing means moving the iron _____ and _____ on the material.

6. Iron clothes that are _____ woven.

7. When clothes are a little wet they iron _____.

8. _____ means lifting the iron up and putting it down.

9. Press knitted materials and materials that are _____ woven.

10. Always use _____ when pressing.

11. Never iron over anything rough like _____, _____, _____, or _____.

12. Always keep the iron _____.

13. Iron clothes until they are completely _____.

Lesson 10: Care Guide for Clothing

Objective: You will learn what the "Care" labels in clothing mean.

Vocabulary: cycle

Information:

This is a guide to the labels that are in clothing. It is to help you understand what the labels mean. Be sure to read *all* the directions on the label.

WHEN THE LABEL SAYS:	*IT MEANS:*
Machine wash	Wash in the washing machine. Use the temperature that is correct for that kind of material.
Home launder only	Wash in the washing machine with the correct temperature water (Lesson 6).
No chlorine bleach	Do not use a chlorine bleach (the kind that comes in a bottle, like Clorox). You may use an oxygen bleach (the kind that comes in a box, like Snowy).
No bleach	Do not use any kind of bleach at all.
Cold wash Cold rinse	Set the water temperature on COLD for both washing and rinsing the clothes.
Warm wash Warm rinse	Use warm temperature in the washing machine for washing and rinsing the clothes.
Hot wash	Set the temperature of the water in the washing machine to HOT.

WHEN THE LABEL SAYS:	*IT MEANS:*
No spin	Take the clothes out of the washing machine before the machine starts its last spinning after rinsing.
Delicate cycle Gentle cycle	Set the machine on the "Delicate" cycle or "Gentle" cycle. Or you may wash these clothes by hand.
Durable-press cycle Permanent-press cycle	These mean "no-iron" cycle. Set the washing machine on this cycle if it has it. Or you may use warm wash water, cold rinse, and a short spin.
Wash separately	Wash the thing all by itself or with other clothes that have the same color.
Hand wash	Wash the clothes by hand in the sink. Use warm water. Follow the directions in lesson 5.
Tumble dry	Dry in a machine dryer if you have one.
Tumble dry – Remove promptly	Dry in the clothes dryer, but remove the clothes as soon as the dryer stops.
Drip dry	Hang the clothes on the clothesline when they are dripping wet. Do not let them spin-dry in the washing machine.
Line dry	Hang on the line when the clothes are a little wet. They should have the last spin cycle in the washing machine.
No wring No twist	Do not twist the clothes. Dry them on the clothesline when dripping or a little wet. You may dry them flat, like a sweater.
Dry flat	Lay the clothes out flat on a special dryer for sweaters or on a dry towel on a table.
Block to dry	Pat into the shape it was when it was new. See pages 177 and 180.

WHEN THE LABEL SAYS:	*IT MEANS:*
Cool iron	Set the temperature of the iron on "low."
Warm iron	Set the temperature of the iron at the medium or middle setting. The iron will be warm.
Hot iron	Set the temperature of the iron on "cotton" or "linen."
Do not iron	Do not iron or press the clothes at all.
Steam iron	Iron or press the clothes with a steam iron.
Iron damp	Iron the clothes when they are a little wet. Take them out of the dryer early, or sprinkle them with a little water before ironing if they are dry. Do not have them dripping wet.
Dry clean	Take the clothes to the cleaners.
Professionally dry clean	Let the cleaners dry-clean the clothes. Do not use the coin-operated dry cleaners.
No dry clean	Do not take the clothes to the cleaners. The clothes need to be *washed.*

Unit IV

Safety

UNIT IV – SAFETY

Lesson 1: **Safety at Home**

Objective: You will know the correct things to do at home for safety.

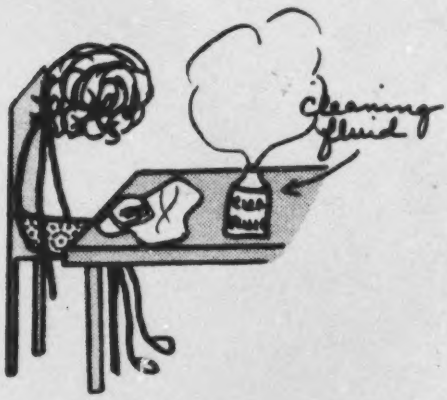
Vocabulary: first aid
explode
alarm

Information:

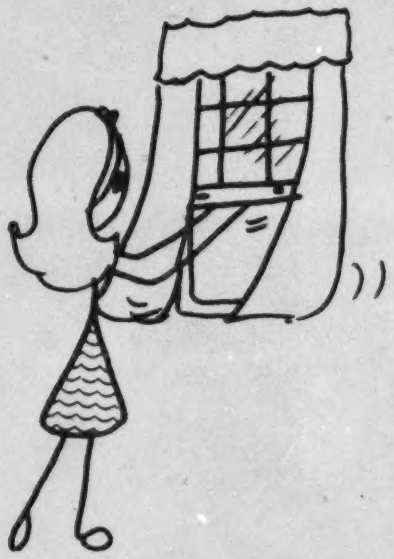
Know how to turn off water, gas, and electricity.

Keep a first-aid kit at home and in the car. Learn how to use it.

Do not use cleaning fluid at home in a closed room. Cleaning fluids give off fumes. Some fumes can explode. Some fumes can make you sick.



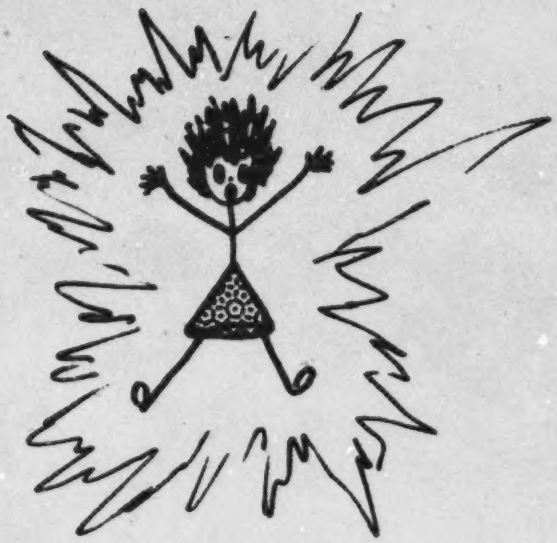
If you smell gas, get the gas company to come over. Open the windows. *Do not light any matches.*



Wear low-heeled shoes or sneakers when working at home.

When you need something that is up high, or you want to put something back, use a good, safe, step stool.

Never touch a hot light bulb with a wet cloth.



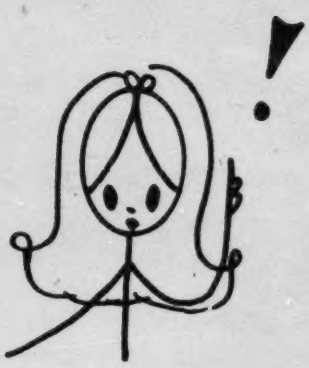
Never turn on an electrical appliance with wet hands. Do not touch anything electrical when standing on a wet floor.

Remember:

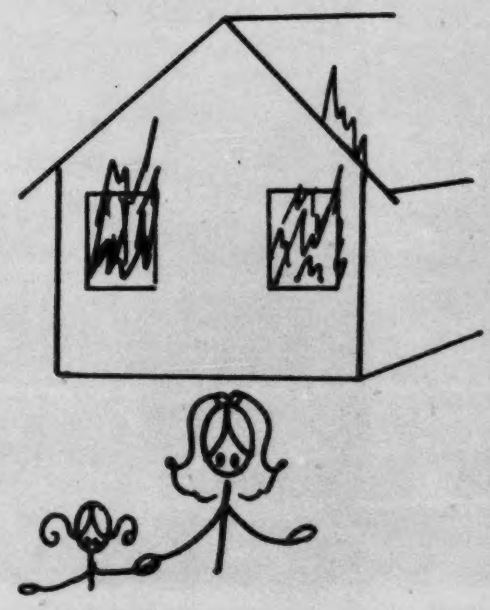
ELECTRICITY + WATER = DANGER!

Know where the nearest fire-alarm box is.
Know how to make the fire alarm work.

Know how to get out of each room fast and safely if a fire starts.



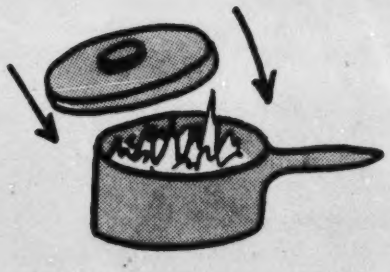
Never try to put out a fire yourself if the room is filled with smoke.

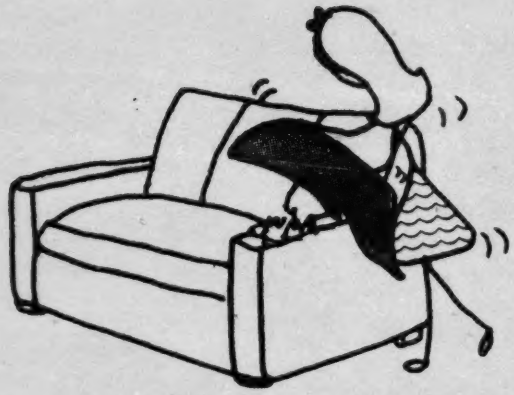


If the fire is large – get out of the house and get help.
Do not get excited and run!
Try to stay calm and think.

A fire cannot burn without air. So.....

If you have a small fire at the stove when you are cooking, put salt or baking soda on it. Or, cover the pan with the lid and turn off the heat.





Put out a small fire by throwing a *heavy wool* blanket on it. Or, throw a *heavy* coat on the fire.

When you pick up something heavy, bend your knees. Do not bend your back.

ASSIGNMENT

Lesson 1, Unit IV

1. Keep a first aid kit at _____ and in the _____.

2. Do not use _____ _____ in a closed room.

3. If you smell gas, _____.

4. Never touch a hot light bulb with a _____ _____ .

5. Never touch anything _____ if you are wet.

6. If the house is on fire, _____.

7. If a pot is on fire on the stove, put the _____ on the pot, or put _____ or _____ on the fire.

8. Bend your _____ , not your _____ to pick up something heavy.

9. A fire cannot burn without _____.

10. Electricity + water = _____.

UNIT IV – SAFETY

Lesson 2: **Safety in the Kitchen**

Objective: You will learn kitchen safety.

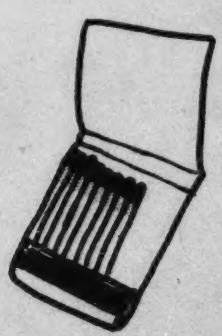
Vocabulary: management
protect

Information:

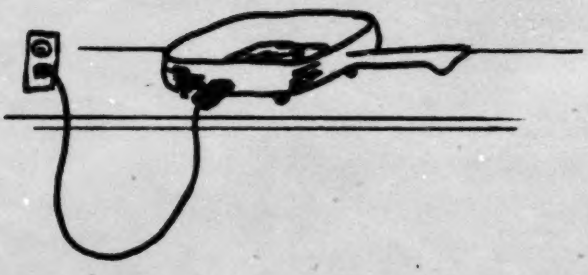
An important part of home management is taking good care of the kitchen. A good kitchen is clean and safe.

Small children need to be protected. They crawl and climb and walk. They put everything in their mouths. This is how they learn. When they are small they don't know what is dangerous. You must learn what is dangerous so that you can protect them.

Keep matches away from small children. Teach older children how to use matches safely. Many children die each year from playing with matches.

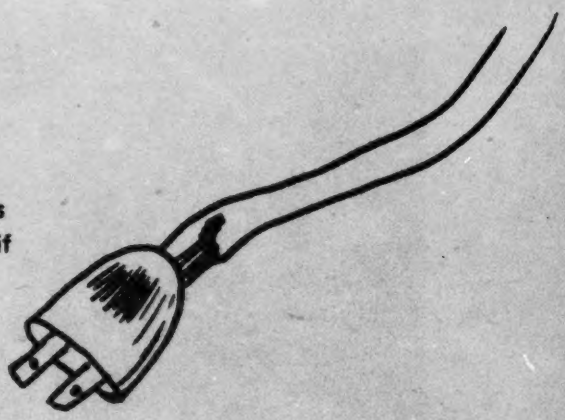


Keep *all* cleaning products away from children. Many children go to the hospital or die from eating cleaning products.

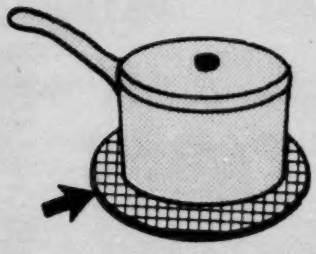


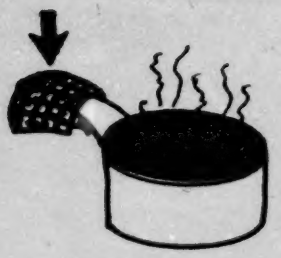
Be sure the cords on electrical appliances do not hang over the counter.

Do not use an appliance if the cord is cracked, if the wires are showing, or if the plug is loose.



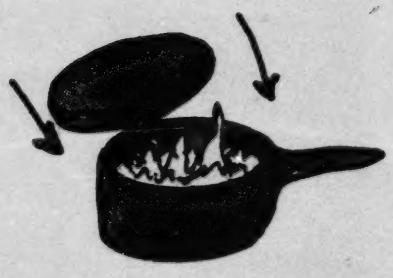
Do not put hot pots or pans on counters. Always use "hot pads" under them.



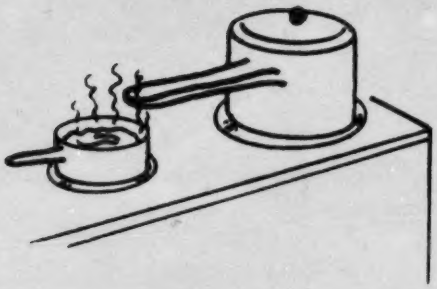


Remember to use a pot holder when handling a pan or pot. The pot holder must be *dry*.

If a pan is on fire, put the lid on the pan. Take the pan off the burner if the stove is electric. Turn off the burner if the stove is gas.



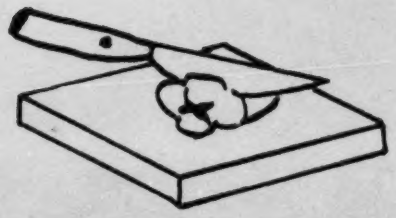
Do not put handles of pots over other burners on the stove.



Do not have handles of pots out over the edge of the stove.

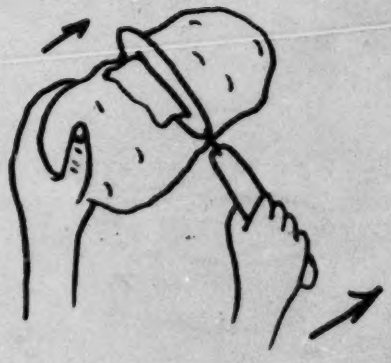
Watch where you are walking.

Use special cutting boards when cutting food. Do not cut on the counter.



Be sure knives are sharp. You need to push too hard if the knife is dull. The knife can slip out of your hand and cut you.

Always cut away from yourself.



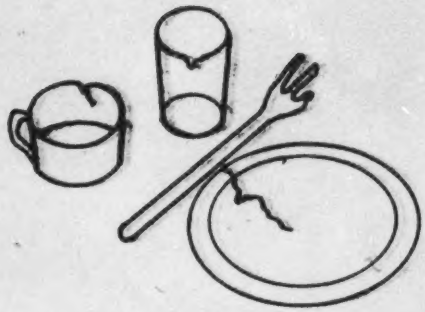
Keep knives and sharp tools away from children.

Keep all knives and sharp things pointed in the same direction in knife-holders and drawers. Wash all sharp things separately.

Do not put an electrical appliance in water to wash it unless the equipment says "Immersible."

Keep all things that catch fire easily away from the stove. Curtains, fuzzy sweaters, big sleeves, long hair, pot holders, grease, dish towels.

Big sleeves, bows, and large open pockets are not safe in the kitchen. They can catch on things and knock them over.



Throw away any cracked or chipped dishes.
Throw away any old, rusty, broken utensils.

Never pick up broken glass with your fingers. Use a wet paper towel.

ASSIGNMENT

Lesson 2, Unit IV

1. Small children need to be _____ .

2. Keep _____ and all _____ away from children.

3. Do not use an appliance if the _____ is cracked, the _____ is loose, or the _____ are showing.

4. Use _____ under hot pots when you put them on the counter.

5. Use a _____ when handling a pan or pot.

6. Do not put the _____ of pots over other burners on the stove.

7. Do not put handles over the _____ of the stove. Someone could bump them and knock them off.

8. Always cut _____ from yourself.

9. Keep all knives and sharp things pointed in the same _____ . Keep them away from _____ .

10. Do not wash an electrical appliance unless it says _____ .

11. It is not safe to wear big _____ , _____, and large open _____ in the kitchen.

UNIT IV – SAFETY

Lesson 3: **Safety When Using Cleaning Products**

Objective: You will know the safe ways to use cleaning products.

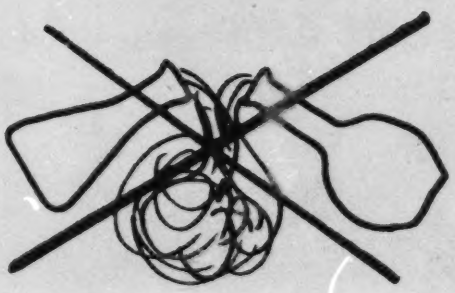
Vocabulary:

Information:

Always read the label before using anything. Follow all directions. If you do not understand, *do not use the product,* or ask someone for help.

Always keep cleaning products away from children.

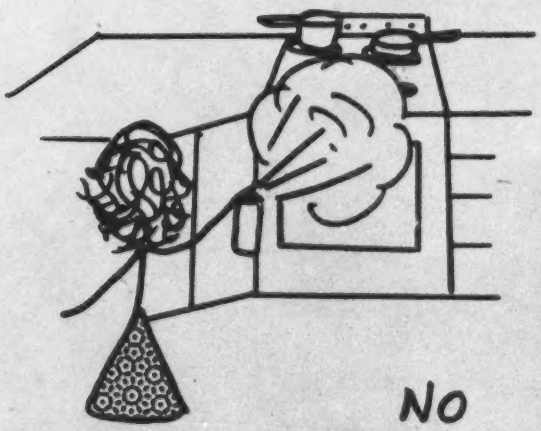
Do not mix different cleaning products together. They can make dangerous fumes.



Never throw spray cans in a fire.

Do not spray bugs in a room where there is uncovered food or other people. Try not to breathe in the bug spray. Wash your hands after using the spray.

Never spray anything near a fire.



ASSIGNMENT

Lesson 3, Unit IV

1. Always _____ the label before using any cleaning product.

2. Keep all _____ _____ away from children.

3. Do not _____ different cleaning products together.

4. Do not throw _____ _____ in the fire.

5. Never spray bugs in a room where there is _____ or other _____ .

6. Always _____ your hands after using bug spray.

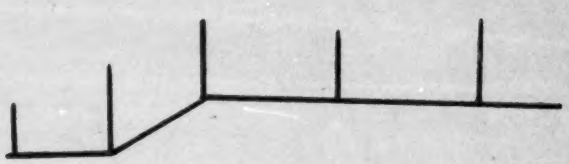
7 Never spray anything near a _____ .

UNIT IV – SAFETY

Lesson 4: **Safety When Storing Things**

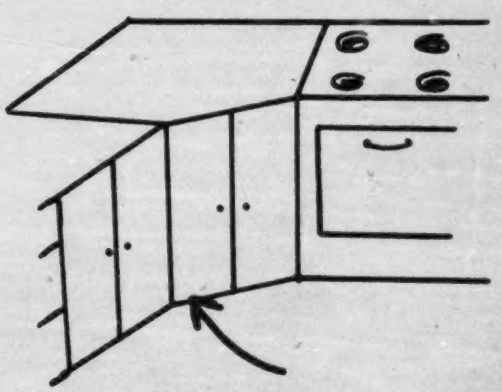
Objective: You will know how to store things safely.

Vocabulary:

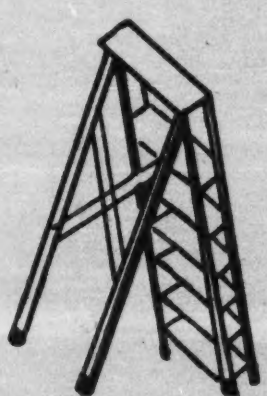


Information:

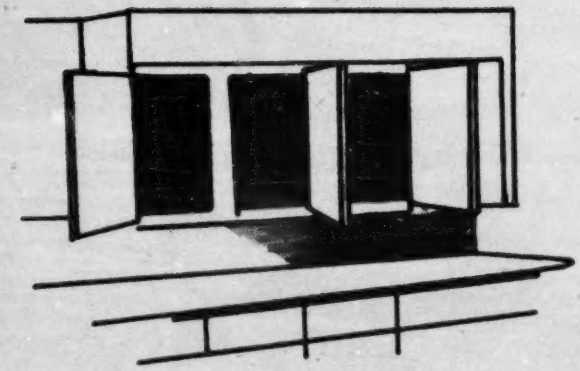
Store things that are heavy on lower shelves.



Keep equipment and supplies near the places where they are used.

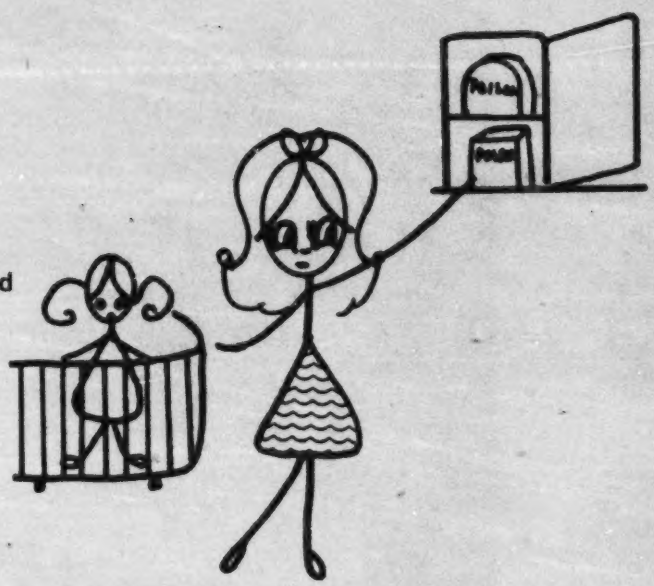


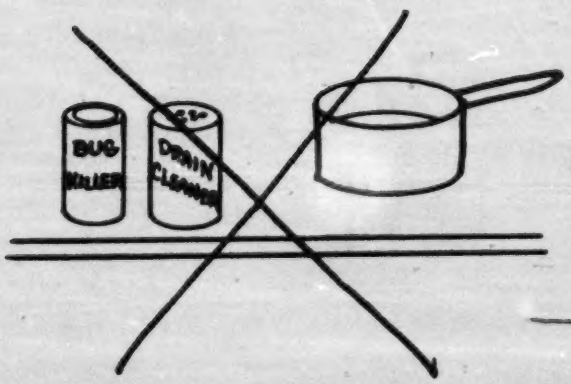
Have a good, safe stepladder.
Do not climb on chairs or tables.



Close closet doors and drawers after using them. People could walk into the open doors or fall over them. This is very dangerous.

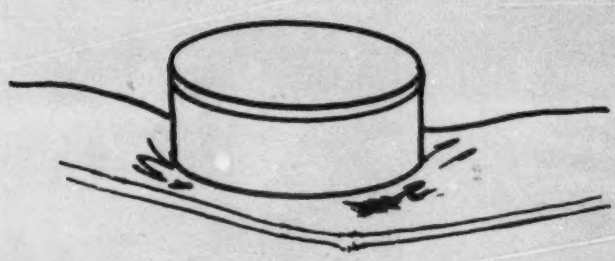
Be sure poisonous products are in locked closets. Keep them high up, away from children.





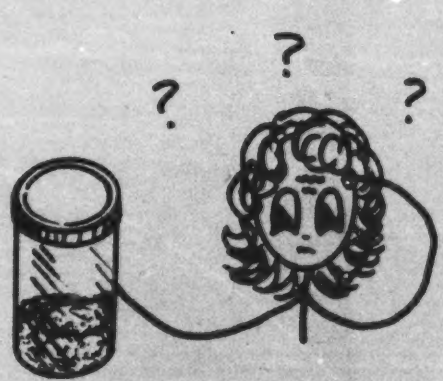
Keep poisons and cleaning things away from food and cooking equipment.

Be sure shelves are strong enough to hold what you put on them.

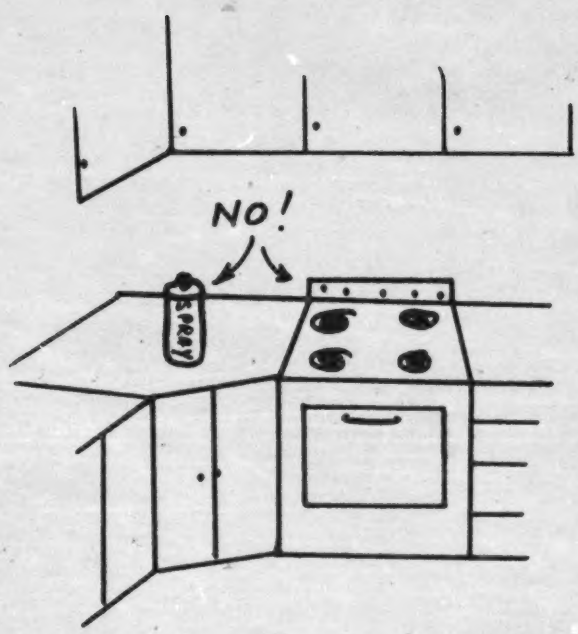


Be sure shelves are tight to the walls. Have a person who knows how to make shelves build them for you.

Be sure all bottles with things in them have labels on them.

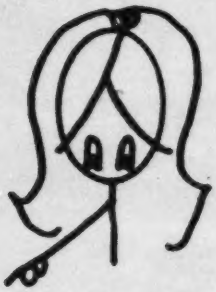


Keep all cleaning products and medicines away from children. Children may try to eat anything. Many things could hurt a child if they are eaten.



Never keep spray cans near heat.

Never use anything you are not sure about. If you do not understand the directions, *ask someone for help. Or do not use the thing.*



ASSIGNMENT

Lesson 4, Unit IV

1. Store heavy things on lower _____.

2. Do not climb on _____ or _____. Use a good, safe stepladder.

3. Keep all _____ products away from children.

4. Keep _____ and cleaning products away from food and cooking equipment.

5. Never keep _____ _____ near heat.

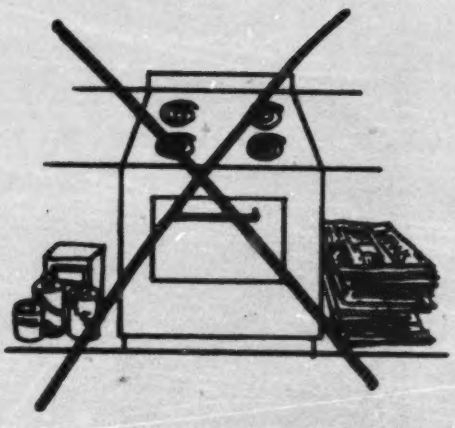
Lesson 6: **Safety From Fire**

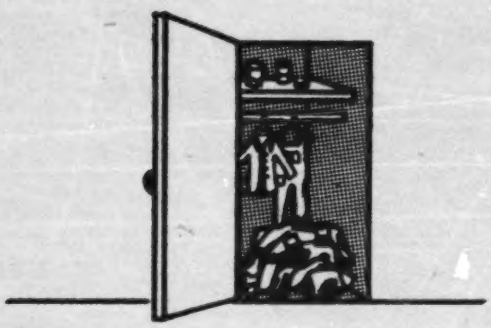
Objective: To learn how to prevent fires.

Vocabulary: fire extinguisher

Information:

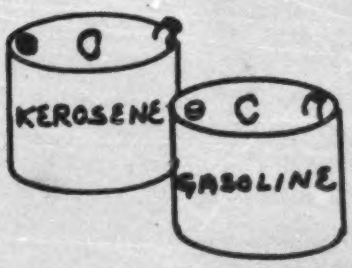
Do not store rags, papers, spray cans or cleaning things near heat.



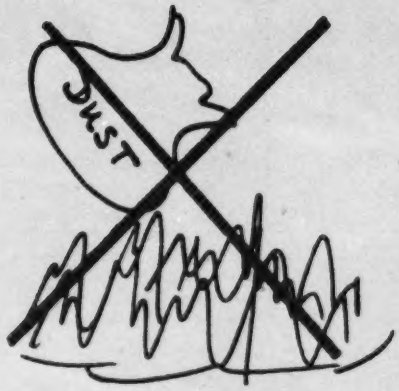


Do not keep dirty rags in a closed closet. They can start a fire by themselves.

Do not keep gasoline or kerosene in the house. Keep gasoline and kerosene *outside.* Be sure the cans have labels on them.



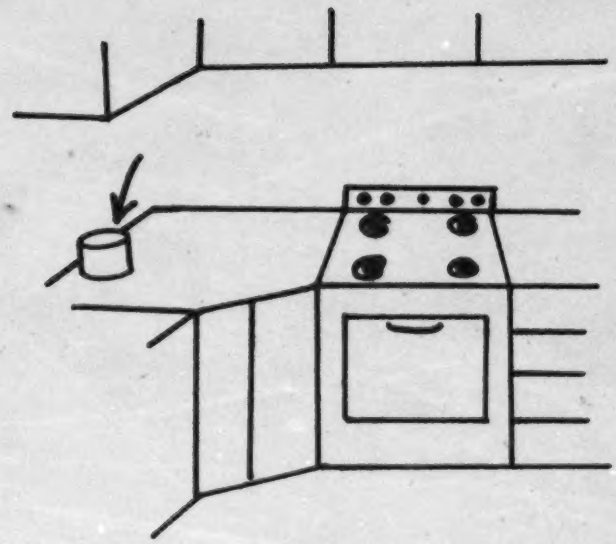
Never throw the dust from the vacuum cleaner on a fire. The dust can explode.



Never put gasoline, oil, or kerosene on a fire to start it.

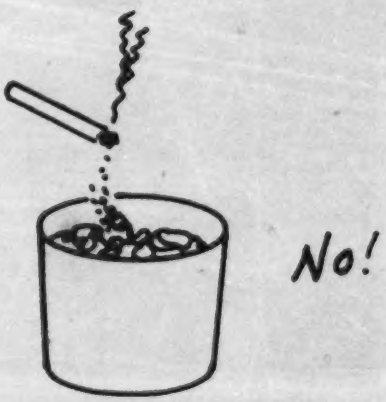
Never throw spray cans in a fire.

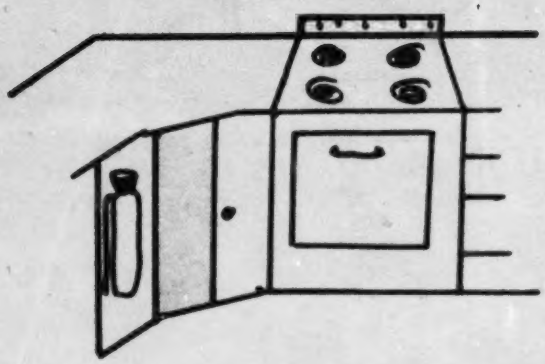
Never melt wax in a pan on the stove. Put the wax in one pan. Put the pan into another pan that has water in it. Do not go away. Stay there and watch!



Keep grease away from the stove. Keep it on the counter or in the refrigerator.

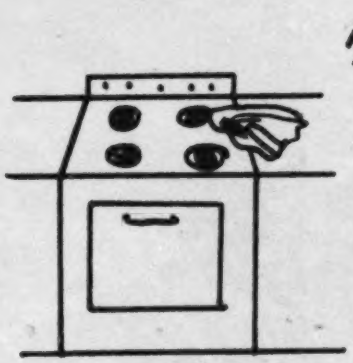
Never put cigarette ashes from a lighted cigarette in the wastebasket. Do not drop a cigarette on grass or on dry leaves.





Keep a fire extinguisher near the cooking area and know how to use it.

Never put a dishtowel or paper towel close to the burners of the stove.



Turn off the burners of the stove before you remove a pot or pan.

Never leave fans, air conditioners, stoves, dishwashers, washing machines, or clothes dryers on when you leave the house.

Never cook or work near a fire when wearing a fluffy sweater, open jacket, or big sleeves.

ASSIGNMENT

Lesson 5, Unit IV

1. Do not keep _____ , _____ , _____ _____, or _____ _____ near heat.

2. Do not keep dirty, oily rags in a _____ closet.

3. Do not keep _____ or _____ in the house.

4. Never throw _____ , _____ , _____ , _____ or _____ _____ in a fire.

5. Melt wax in a pan over _____ in another pan. Stand there and _____ !

6. Never put ashes from a lighted cigarette in the _____ . Do not drop a cigarette on _____ or _____ _____.

7. Turn off burners on the stove _____ you remove pots or pans.

8. Never leave electrical appliances on when you _____.

9. Never work near a _____ when wearing big sleeves, an open jacket, or a fluffy sweater.

UNIT IV – SAFETY

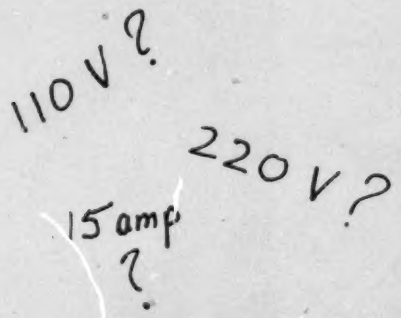
Lesson 6: **Safety When Using Electrical Equipment**

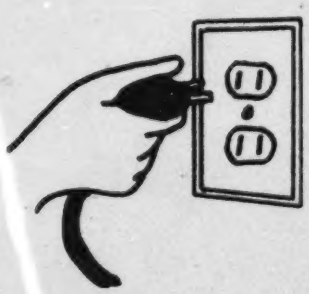
Objective: You will know how to use electrical equipment safely.

Vocabulary: equipment
electrician

Information:

Be sure the electricity is correct for your electrical equipment. If the electricity is wrong you could damage the equipment and start a fire. Ask a person who knows about electricity to help you.

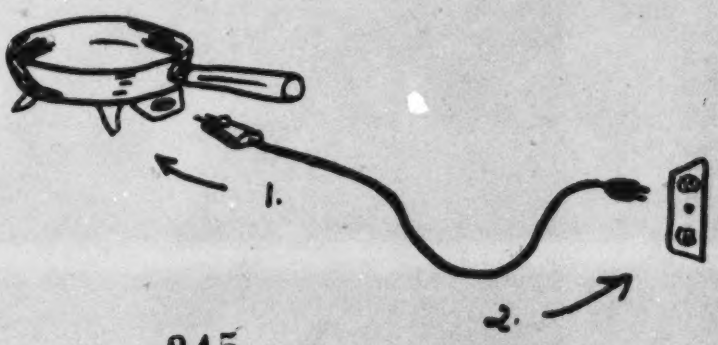




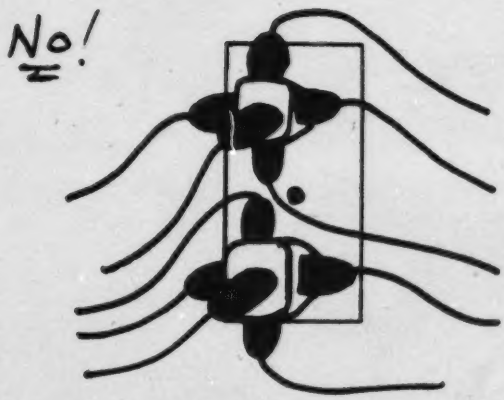
Be sure your hands are dry before touching any plugs. Do not stand on a wet floor when you plug something into the wall or unplug it. Remember:

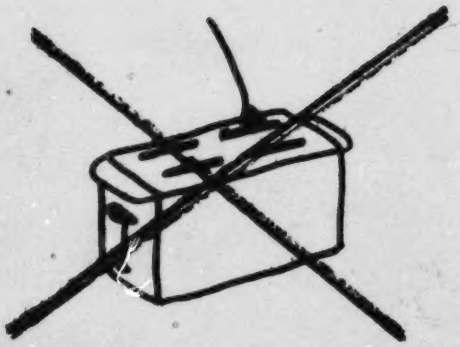
ELECTRICITY + WATER = DANGER!

Put the cord into the appliance first. *Then* put the cord into the wall.



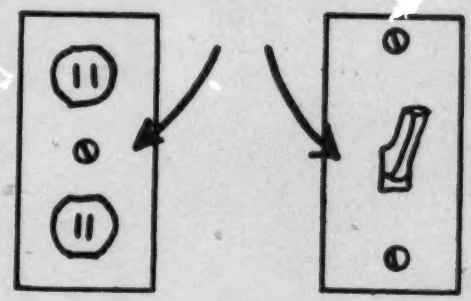
Do not put more than two plugs in an outlet without asking an electrician if the wires in the wall are strong enough.

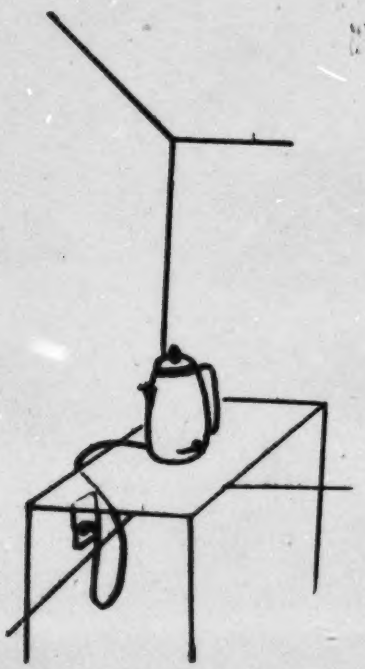




Never put forks or knives in a toaster. If the toast is stuck, unplug the toaster first. Then take the toast out.

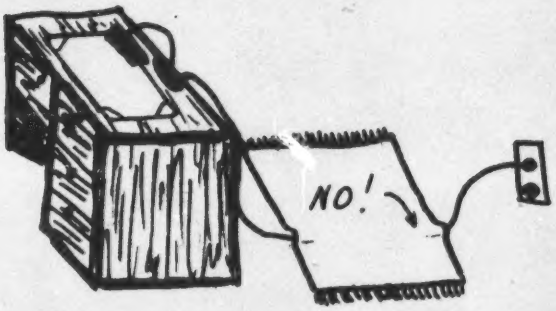
Be sure there are coverplates on all outlets and switches.





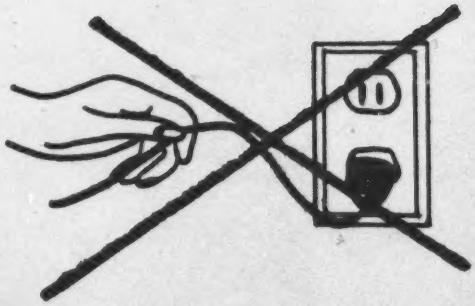
Always put cords so that no one falls over them.

Do not put cords under the rug. This could start a fire.



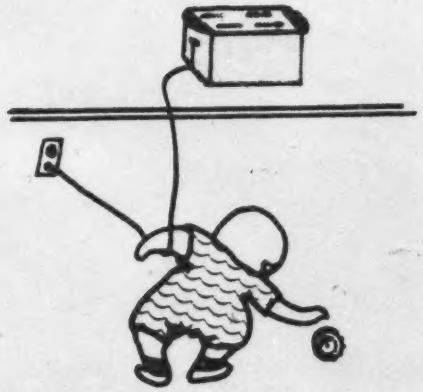
Never knot cords.

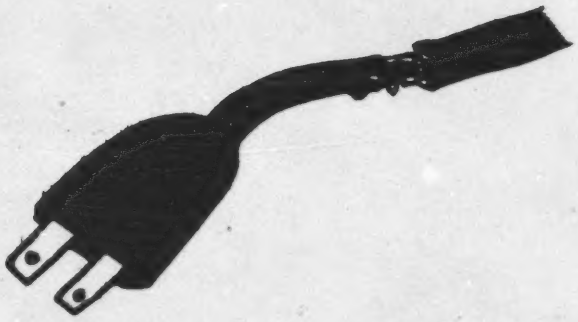
Never pull on the cord to remove the plug from the wall.



Do not use small electrical appliances near the sink. They could fall in the sink.

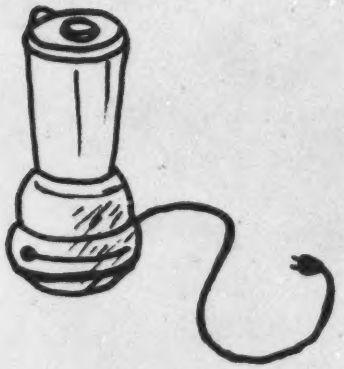
Do not let cords hang over the counter. The appliance could fall and break. Or it could fall and hurt someone.

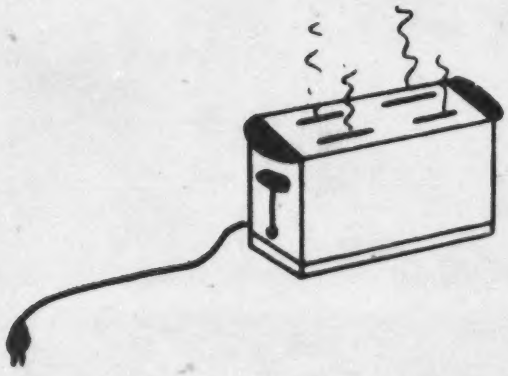




Do not use a cord if you can see the wires inside.

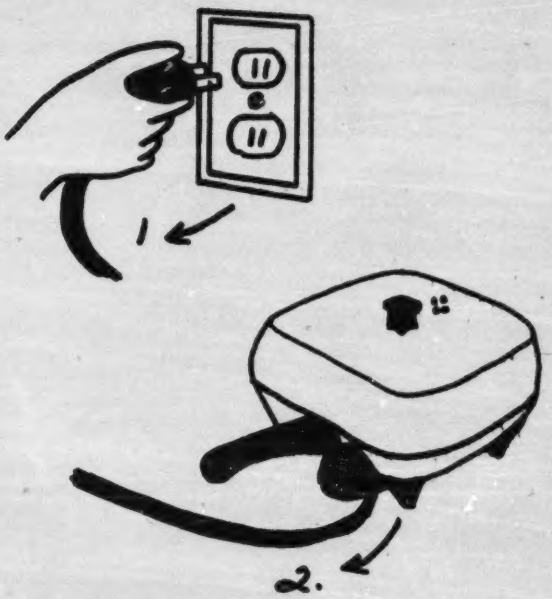
Always unplug things, or turn them off when you walk away from them.





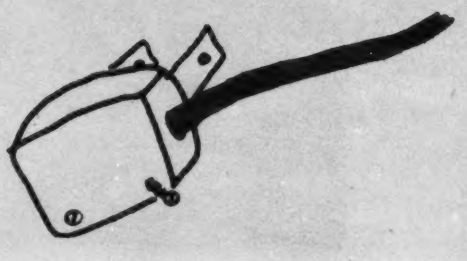
Let appliances cool before putting them away.

Always remove the plug from the wall first. *Then* remove the cord from the appliance.



Never put cords in water. Never put plugs in water.

Do not use a cord if the plug is loose. Do not use a cord if the screws on the plug are coming out.



ASSIGNMENT

Lesson 6, Unit IV

1. Be sure your hands are _____ before touching any plugs or electrical equipment.

2. Put the cord into the _____ first and then into the _____.

3. Never put _____ or _____ in a toaster if it is plugged into the outlet.

4. Never _____ cords.

5. Never pull on the _____ to remove it from the wall.

6. If you use electric equipment near the sink it could _____.

7. Never let _____ hang over the counter.

8. Always _____ things when you walk away from them.

9. Always remove the plug from the wall _____ and then from the _____.

10. Never put _____ or _____ in the water.

UNIT IV – SAFETY

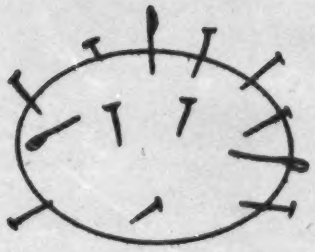
Lesson 7: **Safety When Sewing**

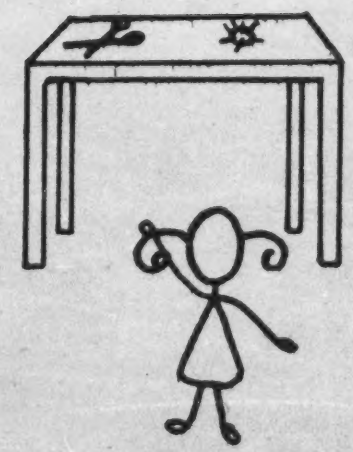
Objective: You will know how to sew safely.

Vocabulary:

Information:

Put needles and pins in a pincushion. Never put pins in your mouth, clothes, or furniture.



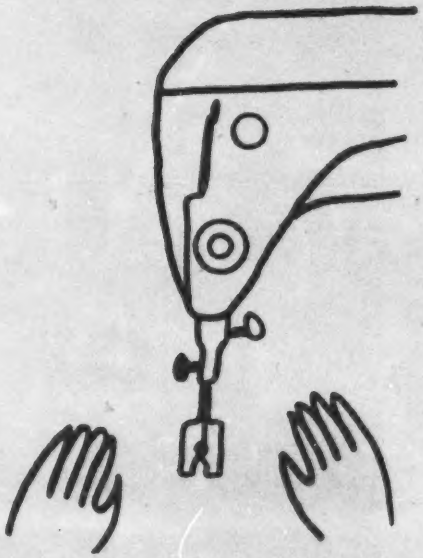


Keep scissors on the table when you are not using them. Do not keep them where small children can reach.

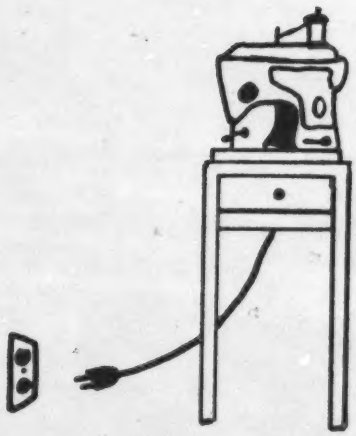
Pass scissors to another person with the handle first. Never throw them.

Carry scissors with the point down.

Keep fingers away from the sewing-machine needle.



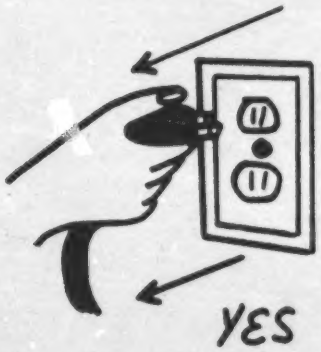
Pay attention to what you are doing. Sew slowly. You are not in a race.

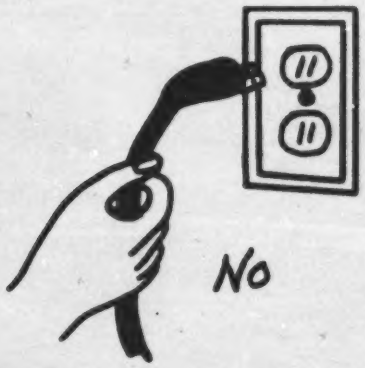


Unplug the sewing machine when you leave. Or turn it off.

Put the sewing machine away carefully.

Put your fingers on the plug when you unplug the machine. Never pull on the cord to unplug anything. Pull straight out from the wall.





Put the sewing machine cord so that no person falls over it.

Do not permit small children to play with the sewing machine. Do not permit them to play with needles or pins or scissors.

ASSIGNMENT

Lesson 7, Unit IV

1. Put pins and needles in a _____ and not in your _____ .

2. Do not keep scissors where children can _____ them.

3. Pass scissors to another person with the _____ first.

4. Carry scissors with the _____ down.

5. Keep _____ away from the sewing machine needle.

6. Put the sewing machine away _____ .

7. Pull the cord from the outlet by putting your fingers on the _____.

8. Never permit children to play with the _____ _____, _____, _____ or _____ .

UNIT IV – SAFETY

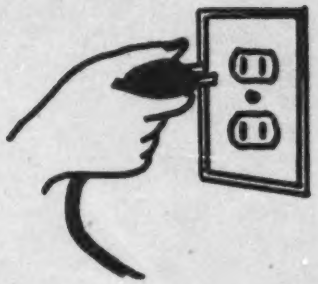
Lesson 8: **Safety When Washing Clothes**

Objective: You will know how to wash clothes with safety.

Vocabulary:

Information:

Be sure your hands are dry when plugging in the washing machine. Be sure your hands are dry if you unplug the washer.



Know how to use the washing machine. It is very expensive. It is not a toy.

Keep your hands out of the washing machine when it is working. You could have your arm broken.

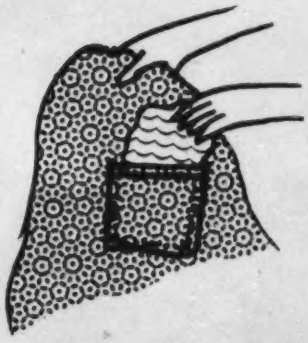
Know how to stop the washer FAST.

Put in the right amount of clothes. Too many clothes can break the washing machine.

Never carry so many clothes that you cannot see where you are going.

Be sure to close the washer when you leave.

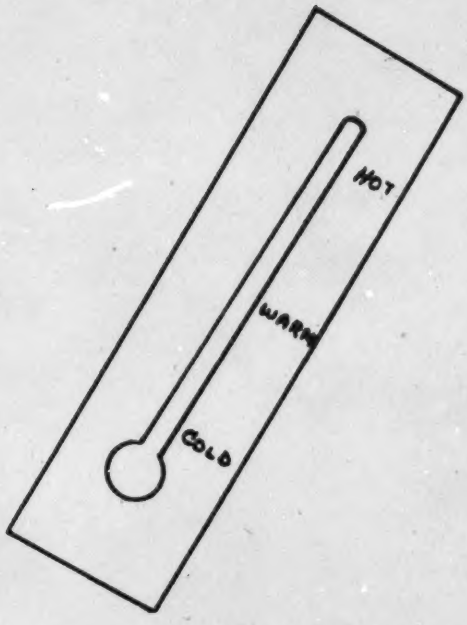
Clean all pockets before washing clothes.
Close all zippers, hooks, and buttons.



Never carry things that are too heavy for you.

Take the lint out of the dryer and washer every time after you wash a load of clothes.

Wash and dry clothes at the correct temperature. (See lesson 6, unit III, page 182.)



Dry only what the dryer instructions say. If you dry clothes that have chemicals on them, you could start a fire.

ASSIGNMENT

Lesson 8, Unit IV

1. Be sure your hands are _____ when touching plugs or cords.

2. Keep your _____ out of the washing machine when it is working.

3. Too many _____ can break the washing machine.

4. Never carry so many things that you cannot _____ where you are going.

5. Always _____ the washer when you leave.

6. Remove the lint from the washer or dryer _____ each load of clothes is finished.

7. Wash and dry clothes at the correct _____ .

8. If you dry clothes with chemicals on them in the dryer, you could start a _____ .

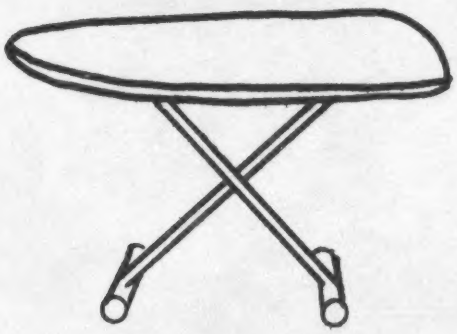
Lesson 9: Safety When Ironing Clothes

Objective: You will know how to iron clothes safely.

Vocabulary:

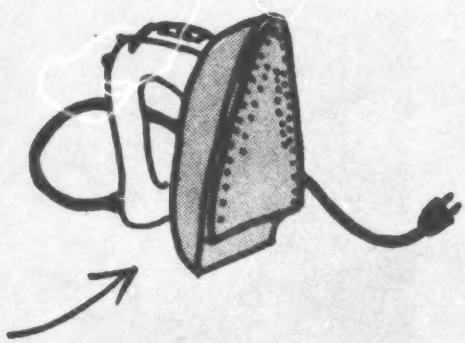
Information:

Use a strong ironing board that will not fall over easily.

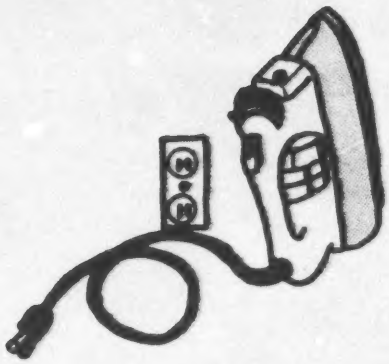


Keep your hands and fingers away from the hot places of the iron.

Put the iron on its heel when not ironing.

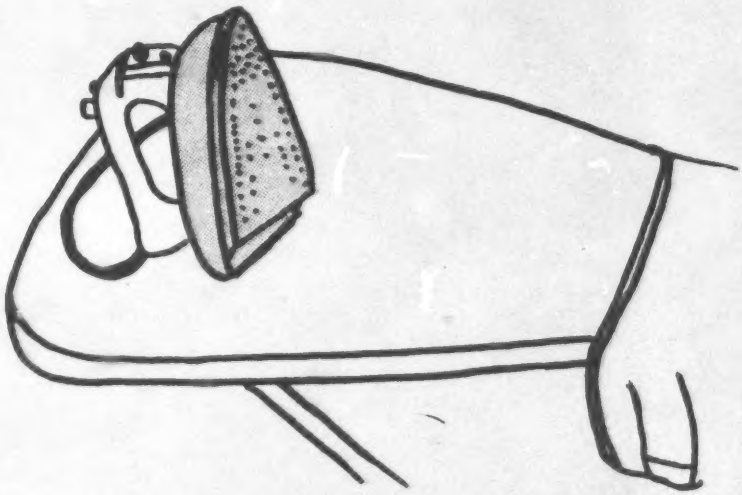


You must use a special ironing board cover that will not burn. Do not try to make one yourself. Buy one.

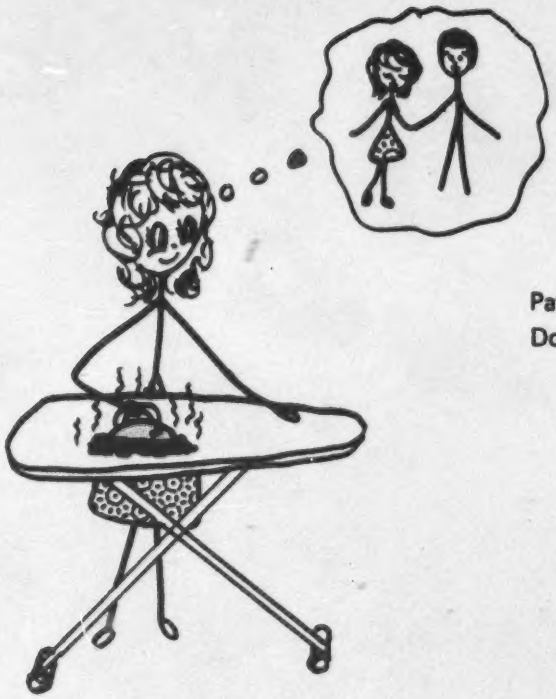


Unplug the iron when you are going away from it.

Put the iron down safely when getting clothes ready to iron. Be careful not to drop the iron.

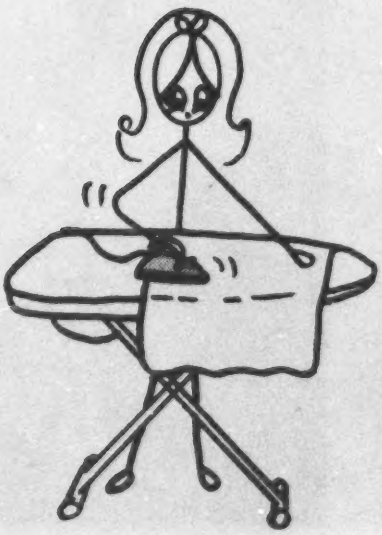


Keep the iron moving when ironing. Be careful not to burn your clothes.

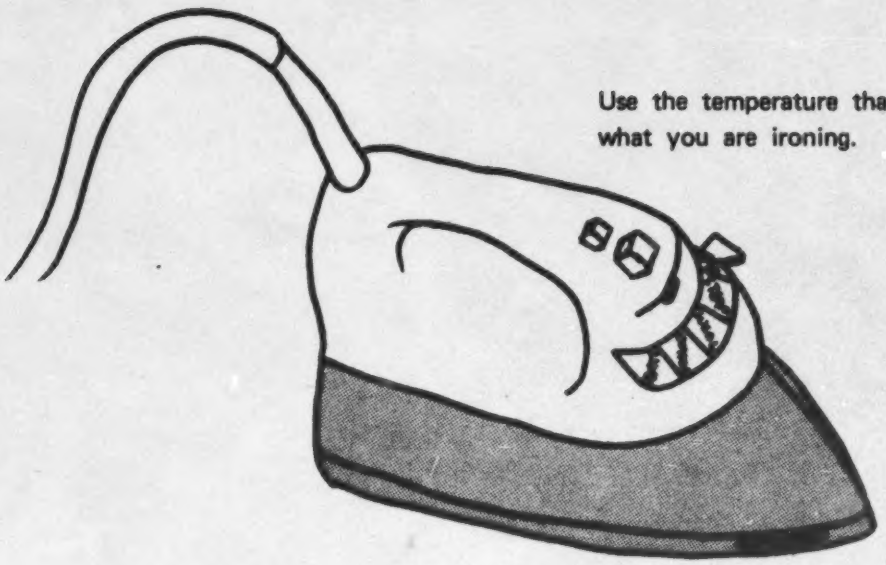


Pay attention to what you are doing. Do not day-dream. No looking around.

Stand or sit with both feet on the floor. Keep feet a little apart.



Do not iron over the cord.



Use the temperature that is correct for what you are ironing.

ASSIGNMENT

Lesson 9, Unit IV

1. Use a good, strong ironing board that will not _____ _____ easily.

2. Keep hands and fingers away from the _____ places of the iron.

3. Put the iron on its _____ when you are not ironing.

4. _____ the iron when you walk away.

5. Be careful not to _____ the iron.

6. Keep the iron _____ when you are ironing.

7. Do not daydream; _____ _____ to what you are doing.

8. Stand or sit with both _____ flat on the floor.

9. Never iron over the _____.

UNIT IV – SAFETY

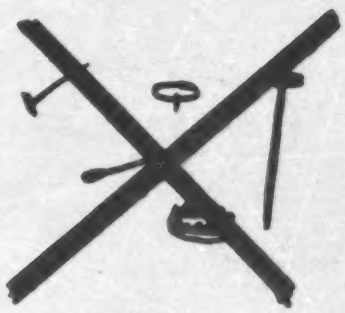
Lesson 10: Safety When Using the Vacuum Cleaner

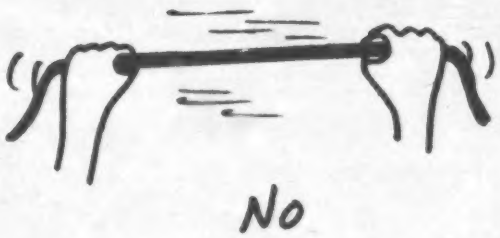
Objective: You will know how to vacuum safely.

Vocabulary: repair

Information:

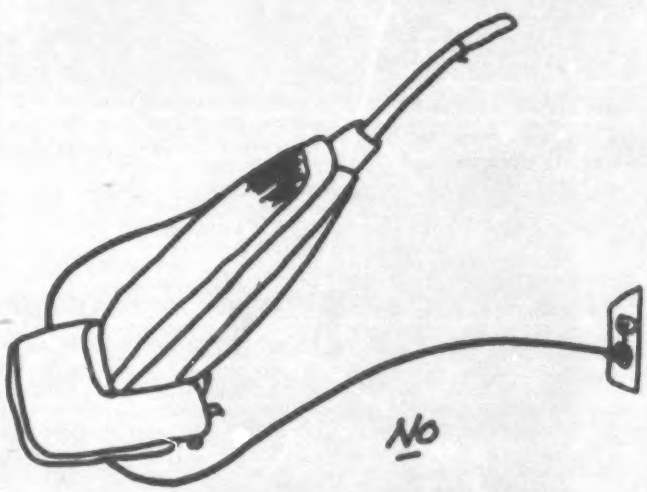
Do not vacuum up sharp things like pins, tacks, nails, needles, or bottle caps.



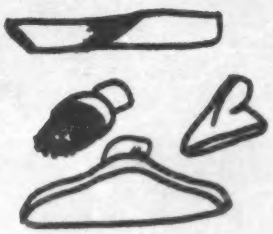


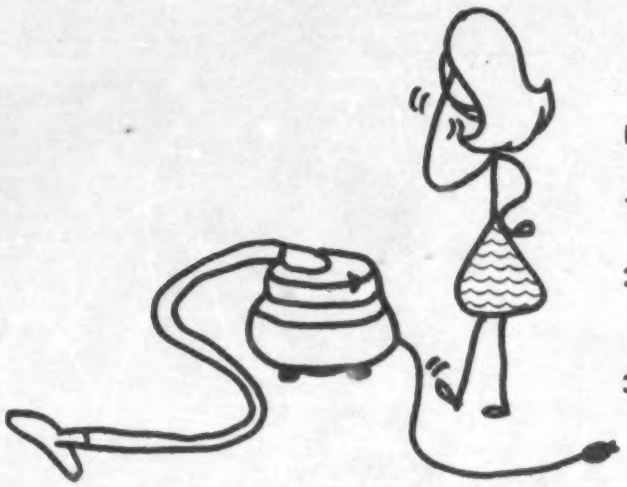
Do not stretch or pull on the cord.

Do not run over the cord with the vacuum cleaner.



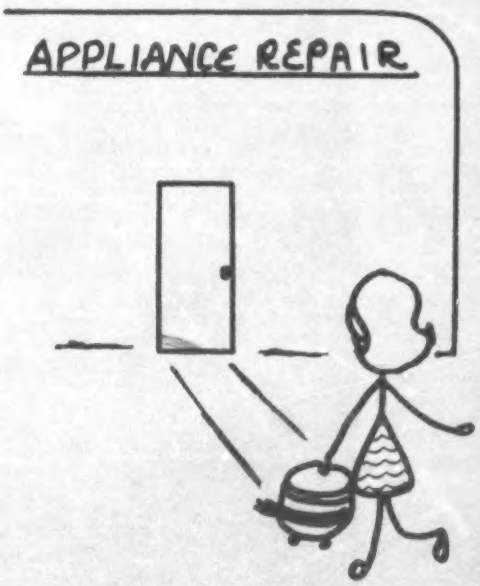
Do not let the tools of the vacuum cleaner get dirty. Wash them in warm, soapy water, rinse, and let them dry.





If the vacuum cleaner stops:

1. See if the bag is full of dirt.
2. Be sure the vacuum is still plugged in the wall.
3. Be sure the vacuum is still turned on.

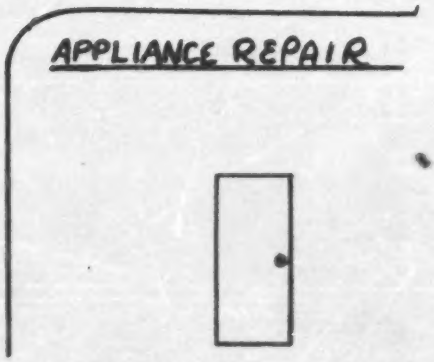


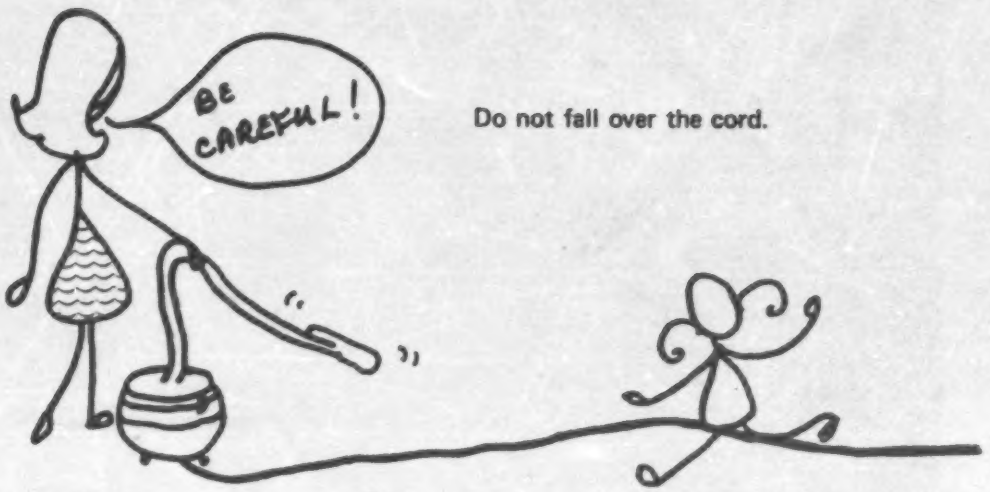
If all three things are fine, take the vacuum to the repair shop.

Do not use the vacuum if you can see the wires inside the cord.

Do not use the vacuum if the plug is loose. Take it to the repairman.

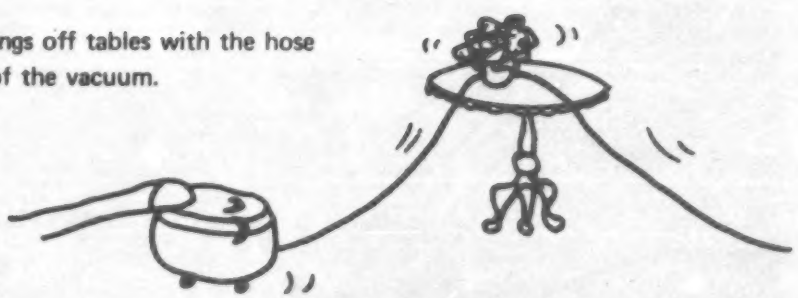
Do not try to fix the vacuum cleaner yourself. Take it to an appliance-repair shop.



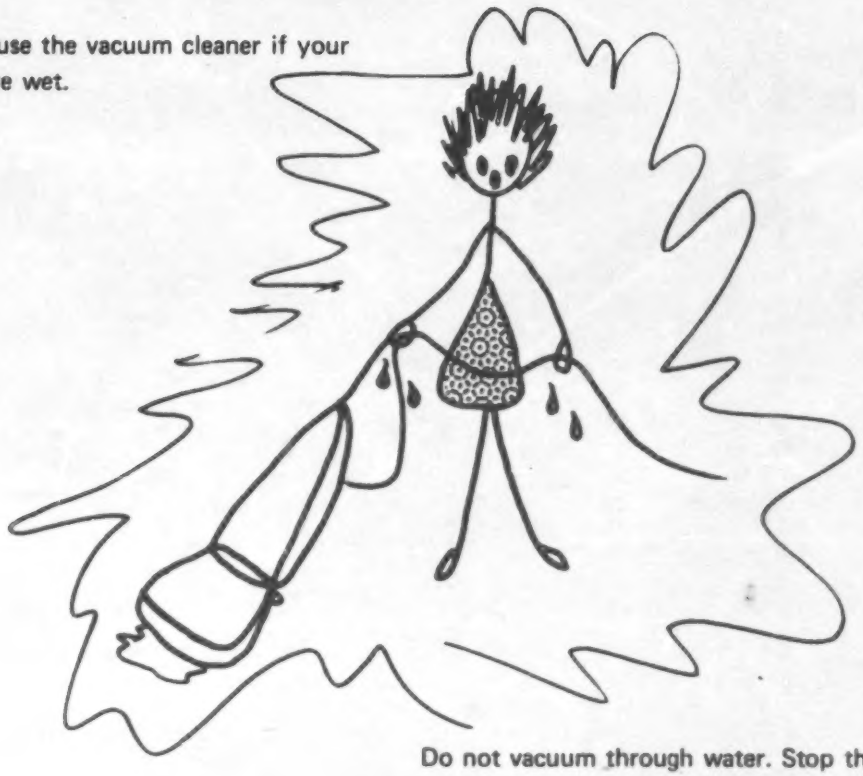


Do not fall over the cord.

Do not knock things off tables with the hose or cord or tools of the vacuum.



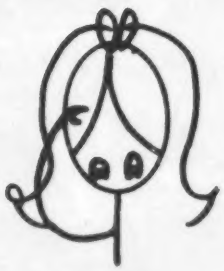
Do not use the vacuum cleaner if your hands are wet.



Do not vacuum through water. Stop the vacuum. Wipe up the water. Be sure that your hands and feet are dry. Start again.

When you use a canister vacuum, remember to watch *three* things:

1. The wand and hose
2. The canister
3. The electric cord.



ASSIGNMENT

Lesson 10, Unit IV

1. Never vacuum up:
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. Do not vacuum over the _____ .

3. Wash the vacuum cleaner tools in warm _____ water.

4. Empty the vacuum-cleaner _____ after vacuuming.

5. If you have a problem with your vacuum cleaner, do not try to fix it yourself; take it to a _____ _____ .

6. Be careful, do not _____ over the cord.

7. Do not vacuum if your _____ are wet.

8. Do not vacuum through _____ .

UNIT IV – SAFETY

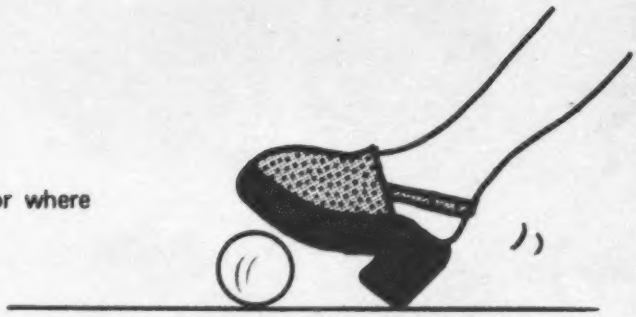
Lesson 11: Safety for Walking

Objective: You will know how to make walking safer.

Vocabulary:

Information:

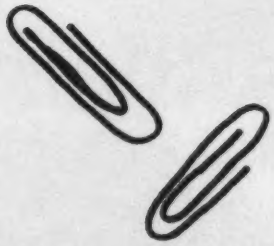
Do not leave things on the floor where people could fall over them.



Fix loose floor boards or tiles in the floor.
Fix curled or loose edges of carpets.

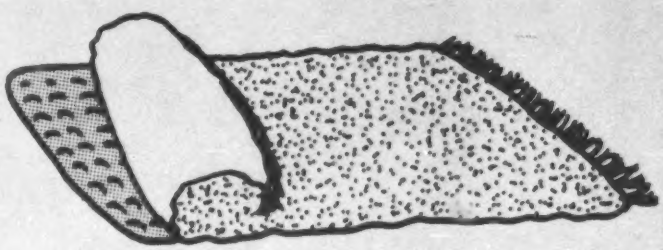
Wipe up spills as soon as they happen.

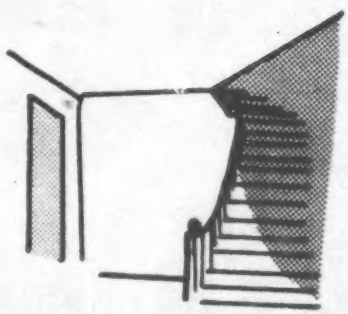
Pick up paper clips, rubber bands, pins, and other things as soon as they drop on the floor. People could slip on them.



Follow directions when you wax the floor. Too much wax is slippery. If the floor has soap on it under the wax, the floor is slippery. Be sure the floor shines.

Be careful of small rugs. Put rubber pads under them. These keep the rugs from slipping.





Be sure stairways have good lights on them.

ASSIGNMENT

Lesson 11, Unit IV

1. Fix loose boards, tiles, or carpets; someone could _____.

2. Pick up things as soon as they _____.

3. The floor could be slippery because of:

   a. Too much _____.

   b. _____ on the floor under the wax.

   c. If the floor was _____ under the wax.

4. Put _____ _____ under rugs to keep them from _____.

5. Be sure stairways have good _____.

GLOSSARY

alarm (a LÄRM) – something that warns of danger.

ammonia (a mōn ya) – a very strong smelling liquid cleaner.

appliance (a PLĪ uns) – a tool or machine that does some kind of work.

applicator (AP li kā ter) – something used to spread some liquid, like wax or polish.

applique (ap li KĀ) – a small, fancy piece of cloth sewed on clothing.

baking soda (BĀ king SŌ da) – a white powder used in cooking. Also good for washing refrigerators, putting out fires, and soaking plastic cups to remove tea and coffee stains.

bristle (BRIS l) – hair used in brushes and brooms.

canister (KAN is ter) – a covered box or can.

carton (KÄR tun) – a large cardboard box.

container (kun TĀN er) – a box, can, bowl, or anything else that you keep things in.

cycle (SĪ kul) – a part of the action of a machine that you can choose when you need it.

damage (DAM ij) – hurt

defrost (dē FROST) – take ice off

delicate (DEL i kit) – fine and fancy, easily torn or damaged.

detergent (dē TER jent) – something that cleans. Soap is one kind of detergent, but there are many others.

directions (da REK shuns) – sentences that tell you what to do or how to use something.

dispenser (dis PEN ser) – special container in washing machines for detergent or bleach or fabric softener.

dissolve (di ZOLV) – make into a liquid.

electrician (ē lek TRISH un) – someone who works with the wires that carry electricity.

embroidery (em BROI der i) – a design sewn on with colored thread

equipment (ē KWIP ment) – machines and appliances and the things that go with them.

explode (eks PLŌD) – blow up into flame.

faucet (FÒS it) – a handle that controls water (hot and cold).

filter (FIL ter) – something that lets water and air go through it but keeps other things back.

fire extinguisher (FĪR eks TING gwish er) – something to put out a fire.

first aid (FÈRST ĀD) -- help given right away in case of harm or accident.

fumes (FŪMZ) – smoke or gas that you cannot see but you can smell.

immersible (im MÈR si bl) – can be put into water without harm.

information (in fer MAY shun) – what you will learn in the lesson.

label (LĀ bl) – a paper on a container that says what is inside the container.

laundry (LȮN drē) – washing clothes.

lint (LINT) – tiny bits of thread that stick to clothes.

management (MAN ij ment) – seeing that everything is done right.

material (ma TĒR e ul) – cloth.

movement (MOOV ment) – a moving (of arms, of an appliance, etc.).

objective (ob JEK tiv) – why you are going to learn the lesson.

protect (prō TEKT) – keep from danger or harm.

radiator (RAY dē ā ter) – the thing that puts the heat into the room.

repair (rē PȦR) – fix a broken thing.

schedule (SKED jool) – list of jobs to do and when to do them.

scouring pad (SKOUR ing PAD) – a stiff, hard pad (SOS, Brillo), sometimes with soap in it, for hard cleaning. Do not use on appliances or faucets, because it scratches.

scouring powder (SKOUR ing POU der) – a special powder for hard cleaning. It comes in a can (Comet, Ajax). Do not use on faucets or appliances, because it scratches.

scrub (SKRUB) – get something clean by rubbing very hard.

seam binding (SĒM BĪND ing) – a narrow piece of cloth used to cover an edge of material.

sequins (SĒ kwins) – shiny pieces of metal or glass or plastic sewn on clothes to make a shiny picture.

shampoo (sham POO) – wash hair.

shrink (SHRINGK) – get smaller. (If some clothes are washed in hot water or washed too much or moved too much, they get smaller.)

slipcover (SLIP cuv er) – a cover for upholstered furniture that can be taken off and put back on.

soak (SŌK) – put into water and leave it there for a while.

sort (SȮRT) – divide into piles.

starch (STÄRCH) – something that makes a material smooth and stiff when ironed.

temperature (TEMP ru chur) – how hot or cold a thing is.

upholstery (up HŌL ster e) – cloth-covered furniture – sofas, chairs, ottomans.

vocabulary (vō KAB ū ler ē) – words in the lesson.

washable (WOSH u bl) – can be washed without damage.

weave (WĒV) – make cloth by putting threads over and under other threads.

wrinkle (RING kl) – make little folds in something where you want it smooth.

yarn (YÄRN) – a soft thread for knitting or darning.

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